DOCUMENT RESUME

ED 240 330 CE 038 217

TITLE	A Study of the Significant Factors That Affect the Job Placement Rates of Students Who Have Completed a HERO Program. Year Summary Report.
INSTITUTION	Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.
SPONS AGENCY	Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE	Sep 83
NOTE	298p.; For related documents, see CE 038 215-216.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	Educational Strategies; *Evaluation Utilization; *Followup Studies; Influences; Information Dissemination; *Job Placement; *Occupational Home Economics; Outcomes of Education; Program Development; Program Implementation; *Public Relations; *Research Design; Research Methodology; Research Utilization; State Surveys; Teacher Workshops; Teaching Methods
IDENTIFIERS	*Home Economics Related Occupations; Michigan

ABSTRACT

A three-year study examined the significant factors that affect the job placement rates of students completing a Home Economics Related Occupations (HERO) program. Other purposes of the study were to develop and pilot test a model that could be used to determine factors related to student placement in a variety of vocational education programs and to provide a thorough description of the HERO programs under study. The third and final project year focused on providing information to HERO projects based upon the previous two years of research. Findings from these two years of research relating to use of evaluation data, implementation of follow-up procedures, and development of public relations programs were organized into seminar presentations and handout materials. These materials were disseminated at a day-long conference for HERO staff. In addition, technical assistance and minigrants were provided to instructors and other individuals associated with HERO programs during the final year of the project. (Appended to this report are tables summarizing the results of the first two years of the study; materials from workshops dealing with promoting vocational programs, utilizing student follow-up data to enhance vocational programs, and evaluating vocational programs; and a process guide explaining how to design a study to determine significant factors affecting placement rates of students graduating from vocational education programs.) (MN)

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A Study of the Significant Factors That Affect the Job Placement Rates of Students Who Have Completed a HERO Program

3 Year Summary Report

September, 1983

Submitted by:

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CE03d217

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Foreword

This study was conducted by Instructional Development and Evaluation Associates, Inc. under contract with the Michigan Department of Education, Vocational-Technical Education Service. Instructional Development and Evaluation Associates, Inc. would like to thank Dr. Barbara Atkins, Paul Novak, and the HERO Study Advisory Committee for their assistance throughout this project. Their assistance was invaluable during this project.

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E. Materials From "Utilizing Student Follow-up Data To Enhance Your Vocational Program"
F. Materials From "Evaluating Your Vocational Program: A Positive Approach"
G. Design of a Study to Determine Significant Factors Affecting the Placement Rates of Students Graduating from Vocational Education Programs - A Process Guide

Section I: Overview of the Project

This report is a summary of a 3 year research effort. The primary goal of the research effort was to identify significant factors that affect the job placement rates of students completing a Home Economics Related Occupations Program (HERO). A secondary purpose of this project was to develop and pilot a model which could be used to determine factors related to student placement in a variety of vocational education programs.

A total of five program types comprise the HERO Program offerings. These program types and a brief description of each are:

1. Child Care Services - instruction emphasizes the competencies essential for employment in child care related fields. The instruction centers around the needs and care of young children.

2. Clothing Management/Production Services - instruction emphasizes the competencies essential for employment in the clothing and textile industries.

3. Food Management Production and Services - instruction emphasizes the competencies needed for various employment situations related to institutional and commercial food services.

4. Home Furnishings, Equipment and Services - instruction emphasizes the competencies essential for various kinds of employment related to home furnishings, equipment and related services.

5. Institutional Home Management and Supporting Services - instruction emphasizes the necessary competencies required for various kinds of employment related to institutional housekeeping, hotel/motel housekeeping as well as private home care needs.

The first year of the project was comprised of three major activities: instrument development, data collection, and data analysis. The development of instruments was a key activity in that the instruments developed during year 1 of the project served as the basis for the instruments which were used during the second year of the project. The data collection process focused on 2 program types: Home Furnishings, Equipment and Services and Institutional Home Management and Supporting Services. These two programs were selected as they had the smallest number of operating sites of the five program types. These two programs were therefore more suitable to the development of instruments and piloting of data collection procedures then were the remaining three program types. All data collection during year one for these two programs used an on-site interview process. Respondents included program instructors, vocational directors, advisory committee members, and students.

The second year of the project focused on large scale data collection from the Food Management Production and Services, Clothing Management/Production Services, and Child Care Services. The information collected was based upon the results of the year 1 study. An on-site interview technique was used for this process. The information collected during year 2 of the study was analyzed to determine the significant factors which affected the job placement rates of graduates from these 3 programs. A second activity of year 2 was to return to the sites visited during year 1 to provide them with specific findings for their program.

The third and final project year focused on providing information to HERO Projects based upon the previous two years of research. Three major findings; use of evaluation data, implementation of follow-up procedures, and development of public relations programs were organized into seminar presentations and handout materials. Two workshops were conducted for HERO Project staff. These workshops provided assistance to HERO Project staff in the design of activities relating to each of the three areas of major findings. Two other activities were conducted during the third project year. The first was the development and distribution of promotional literature for each of the five HERO Program types. Secondly, a follow-up was conducted of the year 1 sites visited to determine any changes which have been made.

A summary of the results from each project year is presented in the remainder of this report.

Section II: Year 1 Summary

A. Overview of the Study

The emphasis of the research study during year 1 was in two of these five HERO Programs: Home Furnishings, Equipment and Services, and Institutional Home Management and Supporting Services. Staff from Instructional Development and Evaluation Associates, Inc. visited nine different sites around the state of Michigan. The sites visited were those which offered either a Home Furnishings, Equipment and Services or an Institutional Home Management and Supporting Services Program. When visiting a site, data were also collected from all other HERO Program types operating at that site. Across the nine sites, there were a total of 30 programs visited. The nine sites visited and the focus program at each site are presented in Figure 1. The information collected from the remaining programs, although complete, was not as comprehensive in nature.

Selection and Role of the Advisory Committee

An advisory committee was identified to provide expertise in the review of research questions and the results of the survey. An initial list of potential advisory committee members was provided to Instructional Development and Evaluation Associates, Inc. by the Michigan Department of Education. Each individual on this list was contacted by telephone, provided with a description of the project, the role of the advisory committee, and asked if he/she would be willing to serve on the advisory committee. A total of 11 individuals agreed to be on the advisory committee. These individuals had extensive practical experience in the field both at the local school and area vocational center level.

Figure 1

Locations of Focus Program Types

Institutional Home Management	Home Furnishings, Equipment and Services
Bay-Arenac Skill Center	Delta-Schoolcraft Intermediate School District
East Beltline Skill Center	Inkster High School*
Jackson Area Career Center	Mt. Pleasant Senior High School
Lenawee Skill Center	Sault Area Vocational Center
Lapeer County Vocational-Technical Center	

*Only limited data were available from this site.

dy Methodology

The methodology designed for this study consisted of eight or steps. These steps were:

1. Identification of research areas and corresponding research questions.
2. Research question modification and identification of appropriate respondent groups.
3. Development of interview instruments based upon research questions.
4. Refinement of instruments.
5. Develop data analysis plan.
6. Pilot test and resulting modification.
7. Data collection.
8. Data analysis.

s 1 and 2 involved extensive input from Michigan Department of cation staff and the HERO study advisory committee. Steps 3-6 he lized input from various individuals from the Michigan Depart- te- of Education. Steps 7 and 9 were the sole responsibility of tructional Development and Evaluation Associates, Inc. Compre- ive information relative to each of these steps is available he full technical report for year 1 of the project.

onal

Visitations the

The nine site visitations had two purposes; to develop a cription of the program and delivery system utilized and to lect data needed to complete the study objectives from the tified respondents. e

Two steps occurred prior to each site visitation. The first in was a telephone call to the Vocational Director at each site. it

The purpose of the telephone call was to provide an overview of the survey purpose, procedures, and the role of each of the sites visited. In addition, the time for the visitation to the site was also established. Each site, with the exception of the two pilot sites, were requested to perform the following in preparation for the site visits.

1. Arrange interviews with
   a. advisory committee members of each program
   b. placement director
   c. program instructor
   d. students (approximately 10) currently in each program
   e. vocational director

2. Provide telephone numbers for the following individuals for the focus program
   a. employers of 1978-79 program graduates
   b. 1978-79 program completers
   c. 1978-79 program leavers
   d. 1978-79 program graduates

The telephone calls were followed up with a letter reiterating the request. Finally, a follow-up telephone call was made approximately one week prior to each site visit to insure all necessary preparations has been made.

Interview Process

The interviews were conducted by staff members of Instructional Development and Evaluation Associates, Inc. having expertise in the program areas to which they were assigned. Prior to the site visits, a half day training session was conducted to familiarize the interviewers with the project as well as with the instrument to be used. Mock interviews were conducted and interviewers were provided the opportunity to "run through" the interview process in order to determine any potential problems or questions they might

encounter. Packets containing all necessary materials were prepared for each interviewer and then grouped for each program. In addition, the interviewers were provided with self-addressed stamped envelopes to present to the vocational directors and placement director to facilitate the return of demographic information requested during the interview. One interviewer was assigned to each program, resulting in one to four interviewers visiting each site. The format of the interviewing process was as follows: All interviewers at a given site met first with the vocational director followed by an interview with the placement director. Next, each interviewer met with the project instructor and students in the program. Finally, the interviewer met with members of the advisory committee if they were available. At the conclusion of the interviews, the interviewers were requested to call the individuals identified on the lists of leavers, completers, graduates, and employers if time allowed. Otherwise, these individuals were contacted by telephone from the offices of Instructional Development and Evaluation Associates, Inc.

The interviews of the focus program types were more comprehensive than those of the non-focus program types. Therefore, these interviews were longer in duration. In many instances, the interviewers were provided with tours of the facilities. It should also be noted that in several locations the interview schedule deviated from that listed. In these cases, the interviewer made whatever adjustments were necessary to complete the interviews.

B. Findings

The analysis design consisted of seven distinct steps. These were:

1. Identification of placement categories to be used.
2. Coding of the interview results from the on-site interviews of the focus program types.
3. Determination of interview variables associated with the placement categories used for each program type.
4. Development of a chart detailing the results of the variable/placement comparison for each program type.
5. Summarization of the results for each focus program type across the predetermined 11 categories of investigation.
6. Cross-comparison of the summarized findings for each program type.
7. Summarization of case studies within each of the five program types.

Each of these steps is briefly described in the following paragraphs. Additional information for each step is provided in the full technical report for year 1.

As stated in the Project Background Section of this Executive Summary, the primary purpose of this research study was to identify those factors associated with specific placement rate categories. A necessary step in this process was to identify the placement categories to be used in the analysis process. Two sets of placement categories were utilized. The first was comprised of the placement rate categories utilized by the Michigan Department of Education in the annual Follow-Up of Completers and Leavers. These included:

1. Full-time total placement
2. Full-time related placement

3. Full-time unrelated placement
4. Part-time related placement
5. Part-time unrelated placement
6. Unemployed/seeking work/not in school placement

The second site was comprised of placement categories similar to those used by the Michigan Department of Education only calculated using a different formula by Instructional Development and Evaluation Associates, Inc. These included:

1. Full-time total placement
2. Full-time related placement
3. Part-time total placement
4. Part-time related placement
5. Total employment placement
6. Not seeking work placement

In addition, the placement category "attending another educational institution" was included in this set of placement categories. The data in this category were calculated using information provided by the program instructors.

Steps 2 and 3 comprised the determination of those variables associated with high or low placement rates. It should be noted that the most current placement data available for analysis purposes were from the 1978-79 academic year. The individuals interviewed were asked to respond to the questions based on the program as it existed during the 1978-79 academic year. This insured a valid comparison of program findings to placement data.

Steps 4-7 comprised the report of the findings. The chart discussed in Step 4 is presented in abbreviated form in Appendix A. The results from Steps 5 and 7 are presented in the full technical report for year 1. Finally, the results from Step 6 are presented in the next section of this report.

Comparison of On-Site Visitation Results for the Institutional Home Management and Home Furnishings Equipment and Services Program

The purpose of this section is to summarize the results obtained and draw comparisons between the on-site visitations to the Institutional Home Management and Home Furnishings, Equipment and Services Programs. The similiarities were drawn between 11 general categories. These were:

1. Curriculum
2. Special needs populations
3. Program review procedures
4. Job placement services
5. Advisory committee
6. Follow-up
7. Promotion
8. Attitudes
9. Career exploration and related decision making
10. Business/industry interaction with program
11. Additional information

Of the ten common categories between the two program types, there were six categories in which common results were found. The common findings are important for two reasons. The first relates back to the small number of sites involved in the analysis. The results found in the analysis for both programs strengthen the argument that the variable identified is truly associated with higher placement rates for HERO Programs and not with specific program type idiosyncracies or the specific site or sites from which the data originated. Secondly, the common findings are important in that they may be used as a starting point from which to begin future studies relating to significant factors affecting the placement rates of students in HERO Programs. Figure 2 presents these findings.

Figure 2
Findings Common to Both Program Types*

Area	Finding	Placement Category
Special Needs Population	Locations where special education and regular education staff coordinated efforts in delivering services to special needs populations were associated with higher placement rates.	Total employment (2) Part-time total (2)
Job Placement Services	Locations offering vocational interest screening were associated with higher placement.	Part-time total (2)
	Locations where non-program teaching staff were provided inservice in the use of the placement service were associated with higher placement rates.	Full-time total (2)
	Locations where friends/relatives were identified as individuals commonly finding jobs for program graduates were associated with higher placement rates.	Total employment (2)
Follow-Up	Locations using follow-up data to build a graduate data base were associated with higher placement.	Full-time total (2)
	Locations using follow-up data for program modification, job development, recruiting, program planning, and/or program evaluation were associated with higher placement rates.	Full-time related (3) Part-time total (2) Total employment (2)
Promotion	Locations where the vocational director identified teachers as target audiences for promotional activities were associated with higher placement rates.	Full-time related
Attitudes	Locations where individuals perceived the attitudes of placement to impact the placement rates of students were associated with higher placement rates.	Part-time total (2) Total employment (2)
Curriculum	Programs one year in duration were associated with higher placement rates than programs two years in duration.	Full-time related (2)

*The placement categories designated by a (2) were calculated by Instructional Development and Evaluation Associates, Inc. For a full discussion see the section titled Placement Categories in the full technical report for year 1. The placement category designated with a (3) indicates similar results were found in this category using both the MDE and Instructional Development and Evaluation Associates, Inc. figures.

Section III: Summary of Year 2

A. Overview of the Study

The emphasis of the research study during year 2 was data collection from the three HERO Programs which were not the focus of the year 1 study. These were: Child Care Services, Clothing Management/Production Services, and Food Management Production Services. A total of 145 sites were visited during the second year of the study. These were those sites having at least one of the three program types. A complete list of the sites visited is contained in Appendix B.

B. Study Methodology

There were five major steps comprising the year 2 activities: modification of year 1 instruments, set-up and coordination of site visitations, on-site interviews (data collection), data analysis, and report writing.

There were two major changes to the instrumentation used during the second year of the study. The first was the reduction in the length of the instruments used. Second, a program specific set of questions was included in the interviews. These questions obtained information relating only to the Child Care Services, Clothing Management/Production and Services, and Food Management Production and Services programs.

The set-up and coordination of site visitations was accomplished through written contact and telephone contact. The first step was a telephone call to the Vocational Director at each program site. The purpose of the telephone call was to provide an overview

of the survey purpose, procedures, and to request permission to visit each program. In addition, the date and time for the visitation to each site was established. Each vocational director was requested to arrange interviews with the placement director and program instructor. The telephone calls were followed with a letter reiterating the request and confirming the time and date of the visitation. All on-site visitations were then conducted by trained staff from Instructional Development and Evaluation Associates, Inc.

There were two major components to the data analysis. The first was the development of case study summarizations for each of the programs visited. The case studies provided a descriptive account of the program focus, program components, students in the program, facility housing the program, and comments made by persons interviewed. In addition to the case studies developed for each program, a summary case study was developed for each program type. The summary case study provided an overview of activities occuring within each program type on a statewide basis. The second data analysis component involved the combined use of a multiple regression technique and a crosstabulation technique to identify those factors influencing the placement rates of students graduating from a HERO Program. A more indepth description of the technique is provided in the full technical report for the second year of the study.

The report writing phase of the second year consisted of the development of a draft report and a review of the report by Barbara Atkins, Ph.D. the project director. Based upon this review a final draft of the report was developed.

C. Findings

Findings for the second year of the HERO study were primarily program specific. Findings were presented for each of the three placement rates under investigation: total employment, related total placement, and education related placement. Each of the placement rates were those used by the State of Michigan in the determination of the placement rates of programs. Thus, for each of the three program types under study those factors related to high placement and those related to low placement were identified for each of the three placement rates identified. The results obtained are summarized in table form in Appendix C.

There were four findings which seemed to have applicability across the three program types. These were:

1. Program assessment procedures should be used for program evaluation and enacted at least yearly.
2. Multiple resources should be used in curriculum development.
3. Promotional activities should be targeted to guidance counselors.
4. Student follow-up should be used for program modification.

Section IV: Year 3 Summary

A. Overview of Activities

The third and final year of this project was the culmination of the research findings during the previous two years. Four major activities comprised the third project year: development and delivery of a day-long conference designed to provide HERO Project staff with practical suggestions for increasing the placement rates of HERO graduates; the development and dissemination of promotional materials for each of the five HERO Programs; contacting the first year program sites which were visited to assess any changes which had occured as a result of implementing changes based upon the results provided to them during the year 2 follow-up visit; and providing technical assistance/mini-grants.

B. HERO Conference

The day-long conference was designed to provide HERO Program staff with suggestions and guidance for activities which could be used to increase the placement rate of the students graduating from their HERO Programs. There were three topic areas of presentation during the conference. Each dealt with a major finding from the research study. The first topic was titled "Promoting Your Vocational Program". This seminar was presented by Dr. Barbara Atkins and identified various ways in which HERO Program instructors could effectively promote their program and the students graduating from their program. The second topic was titled "Utilizing Student Follow-Up Data to Enhance Your Vocational Program". This was presented by Dr. Marvin Oberlander and

focussed on the effective use of student follow-up data in program decision-making. The third seminar was presented by Mr. Jeffrey Resnick and was titled "Evaluating Your Vocational Program: A Positive Approach". This topic focussed on simple evaluative activities which could be implemented by HERO Program staff and the use of the resulting evaluation information.

The seminars were presented concurrently, once in the morning and again in the afternoon. Individuals were able to attend two of the three seminars. In many cases, more than 1 individual from a HERO Program attended the conference. Therefore, at least one staff member was able to attend all three of the seminar topics. The handout materials developed by each of the presenters were made available to all conference participants. Figure 3 presents the reactions to the conference by participants. As the figure indicates the reaction to both the conference, overall, and the individual presentations was very positive. Participants reacted most favorably to the Public Relations seminar.

There were several open-ended questions to which participants were asked to respond. The first question asked participants to identify the best part of the presentation. The two most common responses were the public relations seminar (N=8) and the hand-out materials (N=6). The second question asked participants to identify how the presentation could be improved. A wide variety of responses were obtained including: less lecture and more total group involvement; make more local data available; make all three workshops available to participants; increase the seminar time; and provide more information about jobs outside of Michigan. The

Figure 3

Mean Reactions To The HERO Conference*

Statement	Workshop In General	Seminar #1: Evaluation	Seminar #2: Follow-Up	Seminar #3: Public Relations
1. The presentation was well organized.	1.46	1.47	1.72	1.12
2. I will use what I have learned during the presentation.	1.52	1.60	1.93	1.16
3. The materials distributed are useful.	1.41	1.44	1.75	1.17
4. The presentation was worth my time.	1.32	1.50	1.81	1.26
5. I would recommend the presentation to others.	1.45	1.47	1.93	1.28

*Based on a 4 point scale where 1 = strongly agree and 4 = strongly disagree.

third and final question asked participants if they had any additional comments. A number of responses were obtained. All indicated that participants felt their time was well spent. A sampling of the responses included: well arranged, other areas should be doing this, well done, and thanks for helping on ideas.

A copy of all materials provided by the presenters is contained in Appendices D through F.

C. Promotional Brochures

One of the major findings resulting from the first two years of research concerned public relations. It was found that those HERO Programs engaging in public relations activities had higher placement rates than did those HERO Programs not promoting their program at all. One of the objectives for year 3, therefore, was to develop materials which would assist HERO Programs with promotional activities.

The result of the development efforts in this area were 3 promotional brochures; one for each of 3 primary target groups. The first target group was employers. The purpose of this brochure was to provide employers with information concerning HERO graduates and their skills. The employer brochure provides information in two general areas. First, the benefits of hiring a HERO graduate were identified. Secondly, the areas in which trained workers were available were identified.

The second target group was parents. This brochure focused on providing parents with general information about the HERO Programs available; reasons why a student should select a HERO

Program; and the entry level jobs available to students graduating from a HERO Program. The third and final brochure developed was for students. This brochure provided students with general information about HERO Programs; reasons why they should consider a career in a Home Economics Related Occupation; and entry level jobs available if they graduates from a HERO Program.

Each brochure consisted of a jacket and accompanying inserts. A separate brochure jacket was developed for each of the target groups. On the inside of each jacket general information about HERO Programs was printed. The five inserts developed for each target group contained program specific information. Information about each program was printed on a separate insert to enable a HERO site to include only information about those programs which were at the site. This design provided the maximum amount of flexibility possible in a promotional brochure. Copies of the brochure are available through Dr. Barbara Atkins at the Michigan Department of Education, Vocational-Technical Education Services.

D. Follow-Up of Year 1 Visitations

The intent of this activity was to follow-up those HERO sites visited during the first project year to determine the impact of any changes which had been made based upon the feedback given to each site during the second year follow-up visits. There were two problems encountered which made such an assessment impossible. The first problem was that during the follow-up contacts it was found that the instructor originally interviewed was no longer the current instructor. The second problem was encountered at

one site. This problem was that the program no longer existed. The combination of these two problems lead the researchers to the conclusion that any assessment would not be valid. Therefore, this portion of the project was not conducted.

E. Technical Assistance/Mini-Grants

The last major component of the third project year was to provide technical assistance and mini-grants to HERO program instructors or other individuals associated with HERO Programs. The mini-grant/technical assistance program made available assistance in the practical implementation of the research findings. All mini-grants funded were in the form of providing promotional brochures to programs for distribution. Several programs received technical assistance via telephone concerning evaluation issues as well.

Section V: Summary Conclusions and Recommendations

Based upon the findings of this 3 year research endeavor a number of conclusions and resulting recommendations have been reached.

1. The original intent of this project was to determine significant factors which influenced the placement rates of students graduating from a HERO Program. The results of the data analysis for both years 1 and 2 of the study indicated that there were 3 general factors which influenced the placement rates of students. These were: use of program assessment procedures annually, the use of student follow-up data in program modification, and the use of public relations/promotional activities. In response to these findings seminars relating to these topics were developed and presented to HERO Project staff. It is recommended that the content from these presentations and the materials developed for these presentations be made available on an ongoing basis to future HERO Project staff.

2. One goal of the project was to develop and document a model which could be used by other vocational programs to study significant factors which influence the placement rates of their students. This goal has been fulfilled through the development of the Process Guide. Therefore, it is recommended that this model be used by other vocational programs. Use of the model across several types of vocational programs may begin to identify generic factors which influence the placement rates of students graduating from vocational programs.

3. The findings of this 3 year research endeavor are time specific in that they are based upon the placement rates of HERO Programs during a specific time period. The results, therefore, may change over time. It is recommended therefore, that this study be repeated in the future to assure that the findings presented as part of this research endeavor remain applicable to future HERO Programs.

4. This study utilized placement rates to determine those factors which should be considered for incorporation into a HERO Program to improve the placement rates of students graduating from the program. If placement rates are to be important indicators of program success in the future, this fact should be stressed. It is recommended that HERO Programs be provided, on an annual basis, data concerning the status of their placement rates compared to similar programs in the state as well as recommendations concerning how to improve their placement rates.

APPENDICES

APPENDIX A

Chart Summarizing Results From Year 1

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
A. CURRICULUM				
Formal/informal articulation agreements	Vocational Director Q20	Not seeking work	Absent	Present
Existance of a co-op program for students	Vocational Director Q28	Part-time related (2) Part-time total (2)	Present	Absent
		Not seeking work	Absent	Present
Status of co-op program part of HERO Program or separate from it	Vocational Director Q28	Part-time total (2)	Part of program	Separate from program
		Attending another educational institution	Separate from program	Part of program
Separate co-op program	Placement Directors Q12	Not seeking work Attending another educational institution	Part of program	Separate from program
Percent of students enrolled in the co-op program	Placement Director Q12c	Attending another educational institution	0-24% of students eligible	25-49% of students eligible
Co-op program	Instructors Q19	Part-time total (2)	Separate from program	Part of program
Students taking advantage of the co-op program	Instructors Q22	Not seeking work	0-24% of students eligible	75-100% of students eligible

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Program Components a. Paid work experience	Instructor Q1	Part-time related Part-time total (2)	Present	Absent
		Not seeking work	Absent	Present
b. Job shadowing		Full-time related (2) Full-time total (2) Attending another educational institution	Present	Absent
		Part-time total (2) Total employment (2)	Absent	Present
c. Co-op		Part-time total (2)	Present	Absent
		Not seeking work	Absent	Present
d. Lecture		Total employment (2) Full-time nonrelated	Absent	Present
e. Audio-visual f. Guest Lecturer		Total employment (2)	Absent	Present
Development of minimum performance objectives	Instructors Q9b	Full-time related Full-time related (2) Full-time total (2)	Developed own objectives	Did not develop own objectives
		Part-time related (2) Part-time total (2)	Did not develop own objectives	Developed own objectives
Program year delineation	Instructors Q15	Full-time related Full-time related (2) Full-time total (2)	Program completion	Academic year

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Aide in the classroom	Instructors Q25	Not seeking work Attending another educational institution	Absent	Present
Length of Program	Instructor Q4	Full-time related Full-time related (2) Full-time total (2) Part-time related (2) Part-time total (2)	One year	Two years
Requirements for Certification	Instructor Q7a	Total employment (2)	GPA	Not GPA
Employer's use of certification	Instructor Q7b	Full-time related Full-time related (2) Full-time total (2)	Requested to see certification	Did not request to see certification
		Part-time related (2) Part-time total (2)	Did not request to see certification	Requested to see certification
Groups impacting curriculum modification	Instructor Q8	Full-time total Not seeking work Part-time nonrelated	Students	Not students
B. SPECIAL NEEDS POPULATION Joint delivery of services by program and special education staff	Vocational Director Q25	Part-time total (2) Total employment (2)	Yes	No
		Not seeking work	No	Yes

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Special co-op opportunities	Placement Director Q12e			
a. Handicapped b. Disadvantaged		Not seeking work Attending another educational institution	Absent	Present
c. Minorities		Not seeking work	Absent	Present
Curriculum modification for special needs groups	Instructor Q8			
a. Handicapped		Part-time total (2) Total employment (2)	Present	Absent
		Not seeking work Attending another educational institution	Absent	Present
b. Disadvantaged		Part-time total (2)	Present	Absent
		Not seeking work Attending another educational institution	Absent	Present
Special co-op opportunities for special needs populations	Instructor Q24			
a. Handicapped b. Disadvantaged		Part-time related Part-time related (2) Part-time total (2)	Present	Absent
		Not seeking work	Absent	Present

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Use of established program review procedure	Vocational Director Q17			
a. Meet reporting requirements		Full-time related Full-time related (2) Full-time total (2) Attending another educational institution	Present	Absent
		Part-time total (2)	Absent	Present
b. Evaluate the program		Full-time related Full-time related (2) Full-time total (2)	Present	Absent
		Part-time related (2) Part-time total (2)	Absent	Present
c. No review conducted		Full-time unrelated Part-time unrelated	Present	Absent
		Attending another educational institution	Absent	Present
Purpose of program review procedures	Instructors Q12			
a. Program evaluation		Full-time related (2) Full-time total (2) Attending another educational institution	Present	Absent
		Part-time total (2)	Absent	Present

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
b. No review conducted		Full-time unrelated Part-time unrelated	Present	Absent
D. JOB PLACEMENT SERVICES Placement services provided to students	Vocational Director Q12			
a. Information on employers in the area		Total employment (2)	Absent	Present
b. Vocational interest screening		Part-time total (2) Total employment (2)	Present	Absent
		Not seeking work Attending another educational institution	Absent	Present
c. Vocational skill testing		Part-time related (2) Part-time total (2)	Present	Absent
		Not seeking work	Absent	Present
Individuals most often finding placement for HERO graduates	Vocational Director Q14			
a. Student		Total employment (2)	Present	Absent
b. Teachers of the program		Not seeking work	Absent	Present
c. Guidance personnel		Part-time related (2) Part-time total (2)	Present	Absent
d. Friends and relatives		Total employment (2) Full-time related (2)	Absent	Present

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Job placement services available to students	Placement Director Q4			
a. Information on what to say in a job seeking phone call		Part-time related (2)	Present	Absent
b. Vocational interest screening		Part-time total (2) Total employment (2)	Present	Absent
		Not seeking work Part-time unrelated	Absent	Present
c. Vocational skills testing		Part-time total (2) Total employment (2)	Present	Absent
		Not seeking work	Absent	Present
Groups receiving inservice in the use of the placement service	Placement Director Q5			
a. Students		Part-time unrelated	Absent	Present
b. Non-program teaching staff		Full-time related Full-time related (2) Full-time total	Present	Absent
		Part-time related (2) Part-time total (2)	Absent	Present
Factors perceived to have impact on the placement rates of students	Placement Director Q7			
a. Unemployment situation in the area		Full-time unrelated Part-time unrelated	Does not impact	Impact

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
b. Program's contact with the community c. Student's exposure to the business world d. Amount of "hands-on" experience during the program		Attending another educational institution	Impact	Does not impact
e. Availability of release time for the program instructor to make community contacts		Part-time total (2) Total employment (2)	Impact	Does not impact
		Not seeking work Attending another educational institution	Does not impact	Impact
f. Student certification		Full-time total Full-time related (2) Full-time related (2)	Does not impact	Impact
		Part-time related (2) Part-time total (2) Total employment (2)	Impact	Does not impact
Placement services available to students	Students Q6			
a. Information on what to say in a job seeking phone call		Part-time total	Absent	Present
b. Information on proper job interview etiquette		Not seeking work Attending another educational institution	Absent	Present
		Part-time total (2)	Present	Absent

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
c. Information on how to follow-up an interview		Not seeking work Attending another educational institution	Absent	Present
		Part-time total	Present	Absent
d. Information on employers in the area		Part-time related Part-time related (2) Part-time total (2)	Present	Absent
		Not seeking work	Absent	Present
e. Vocational interest screening		Part-time related Part-time related (2) Part-time total (2)	Present	Absent
		Not seeking work	Absent	Present
f. Vocational skill testing		Part-time unrelated Total employment (2) Full-time unrelated (2)	Absent	Present
		Attending another educational institution		
Job placement service available	Instructor Q38			
a. Vocational skill testing		Part-time total (2)	Present	Absent
b. Vocational interest screening		Not seeking work Attending another educational institution	Absent	Present

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Groups receiving inservice in the use of the placement service	Instructor Q40			
a. Program teaching staff		Full-time related Full-time related (2) Full-time total (2)	Present	Absent
b. Administrators		Full-time total Not seeking work	Present	Absent
		Part-time related Part-time related (2) Part-time total (2) Total employment (2)	Absent	Present
Individuals most often finding placement for program graduates	Instructor Q41			
a. Teachers		Total employment (2)	Present	Absent
		Not seeking work	Absent	Present
b. Friends and relatives		Part-time total (2) Attending another educational institution	Present	Absent
Factors impacting placement	Instructor Q44			
a. Unemployment in the area		Full-time related (2) Full-time total (2) Attending another educational institution	Does not impact	Impact
b. Contact with the community		Part-time total (2) Total employment (2)	Impact	Does not impact

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
c. Attitudes of placement personnel		Not seeking work Attending another educational institution	Does not impact	Impact
d. Availability of release time to make community contacts		Total employment (2)	Impact	Does not impact
		Not seeking work	Does not impact	Impact
e. Student certification		Not seeking work Attending another educational institution	Does not impact	Impact
E. ADVISORY COMMITTEE				
Role of advisory committee: advise program in developing its plans for vocational education	Advisory Committee Q1	Part-time total (2)	Present	Absent
		Not seeking work Attending another educational institution	Absent	Present
Representation on advisory committee	Advisory Committee Q3	Full-time related Full-time related (2) Full-time total (2)	Handicapped represented	Handicapped not represented
		Part-time related (2) Part-time total (2)	Handicapped not represented	Handicapped represented
Roles of the advisory committee	Instructor Q45			
a. Advise program in development plans for vocational education		Not seeking work	Absent	Present

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
b. Review new programs		Total employment (2)	Present	Absent
		Not seeking work	Absent	Present
Representation of advisory committee	Instructor Q47	Total employment (2) Part-time related (2) Part-time related Part-time total (2)	Industry represented	Industry not represented
F. FOLLOW-UP Individuals responsible for follow-up	Vocational Director	Full-time related Full-time related (2)	Guidance staff not responsible	Guidance staff responsible
		Part-time related (2) Part-time total (2)	Guidance staff responsible	Guidance staff not responsible
Use of follow-up data a. Modify program	Vocational Director Q23	Full-time unrelated Part-time unrelated	Absent	Present
		Attending another educational institution	Present	Absent
b. Job development		Full-time related Full-time related (2) Full-time total (2) Attending another educational institution Part-time total (2)	Absent	Present

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
c. Recruitment		Full-time related Full-time related (2) Full-time total (2) Attending another educational institution	Present	Absent
		Part-time total (2)	Absent	Present
d. Program planning		Total employment (2) Full-time unrelated	Absent	Present
e. Program evaluation		Part-time unrelated Total employment (2)	Absent	Present
		Attending another educational institution	Present	Absent
Use of follow-up data a. Reporting requirements	Placement Director Q16	Full-time related Full-time related (2) Full-time total (2)	Present	Absent
		Part-time total (2)	Absent	Present
b. Program modification		Full-time unrelated Part-time unrelated	Absent	Present
		Attending another educational institution	Present	Absent
c. Job development		Part-time total (2) Part-time related Part-time related (2) Total employment (2)	Present	Absent

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
-		Full-time total Not seeking work	Absent	Present
d. Recruitment		Total employment (2)	Present	Absent
		Part-time unrelated	Absent	Present
e. Program planning		Full-time total (2) Full-time related (2) Attending another educational institution	Present	Absent
		Part-time total (2)	Absent	Present
Use of a follow-up data	Instructor			
a. Build a graduate data base		Total employment	Present	Absent
b. Program modification		Full-time related Full-time total (2) Attending another educational institution	Present	Absent
c. Job development		Full-time related Full-time related (2) Full-time total	Present	Absent
d. Recruitment		Total employment (2)	Present	Absent
G. PROMOTION Target audiences for the promotion of the Institutional Home Management Program	Vocational Director Q27	Full-time related Full-time related (2) Full-time total (2)	Guidance staff targeted	Guidance staff not targeted

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
		Part-time related (2) Part-time total (2)	Guidance staff not targeted	Guidance staff targeted
Promotion of non-traditional careers	Vocational Director	Not seeking work Attending another educational institution	Absent	Present
		Part-time total (2)	Present	Absent
Promotional methods used a. Bulletin boards	Instructor Q54	Not seeking work	Absent	Present
b. Career awareness sessions		Full-time related (2) Full-time total (2) Attending another educational institution	Present	Absent
Target audiences of promotional activities a. Teachers	Instructor Q55	Not seeking work	Absent	Present
b. Community c. Administrators		Part-time related Part-time related (2) Part-time total (2)	Present	Absent
H. ATTITUDES Attitudes of non-program teaching staff	Vocational Director Q7	Full-time related Full-time related (2) Full-time total (2)	Favorable	Unfavorable
		Part-time total (2)	Unfavorable	Favorable

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Attitude of placement personnel toward the program		Part-time related Part-time related (2) Part-time total (2) Total employment (2)	Impacts placement	Does not impact placement
		Full-time total Not seeking work	Does not impact placement	Impacts placement
Priority of placement for HERO students compared to other programs	Placement Director	Full-time unrelated Part-time unrelated	Higher priority	Same priority
		Attending another educational institution	Same priority	Higher priority
I. CAREER EXPLORATION AND RELATED DECISION-MAKING				
Individuals with whom career exploration occurred	Students Q4			
a. Family member		Full-time unrelated	Absent	Present
		Attending another educational institution	Present	Absent
b. No one		Part-time related Part-time related (2) Part-time total (2)	Absent	Present
		Not seeking work	Present	Absent

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
J. BUSINESS/INDUSTRY INTERACTION WITH PROGRAM				
Degree of interaction between business/industrial community and the HERO Program	Vocational Director Q31	Attending another educational institution	Limited advisory capacity	Important role in decision-making
Importance of involving the business/industrial community in the program to the success of placing students in jobs	Vocational Director Q32	Total employment (2)	Not very important	Very important
Business/industrial interaction with the program	Instructor Q59	Total employment (2)	Important role in in decision-making	Limited advisory capacity
K. ADDITIONAL INFORMATION				
Individuals who helped student decide to be in the program	Student Q4			
a. Guidance counselors		Total employment (2)	Present	Absent
b. Teachers				
c. No one - I decided myself		Full-time total Not seeking work	Present	Absent
		Part-time related Part-time related (2) Part-time total (2) Total employment (2)	Absent	Present

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Individuals with whom students have started to plan what they will do after graduation	Student Q4			
a. Guidance counselor		Total employment (2)	Present	Absent
		Attending another educational institution	Absent	Present
b. Teacher		Full-time unrelated Part-time unrelated	Present	Absent
		Attending another educational institution	Absent	Present
c. Family members		Not seeking work	Present	Absent
		Total employment (2)	Absent	Present
d. No one - student did planning on their own		Part-time total (2) Not seeking work Attending another educational institution	Present	Absent
Methods by which students learned of the Institutional Home Management Program: teaching staff	Students Q10	Not seeking work Attending another educational institution	Absent	Present
Applicability of training to job	Graduates Q4a1	Full-time related Full-time related (2) Full-time total (2)	Applicable	Not applicable

ON SITE VISITATION RESULTS

Institutional Home Management

Variable	Data Source	Placement Category	High Placement	Low Placement
Appropriateness of equipment used in training to job	Graduates Q4a2	Full-time related Full-time related (2) Full-time total (2)	Appropriate	Not appropriate
Ability to operate equipment at the beginning of employment.	Graduates Q4a3	Full-time related Full-time related (2) Full-time total (2)	Able to operate equipment	Not able to operate equipment

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
A. CURRICULUM Program components: job shadowing	Instructor Q1	Full-time total Full-time unrelated Unemployed Full-time total (2)	Present	Absent
		Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2)	Absent	Present
Length of program	Instructor Q4	Full-time related (2) Total employment (2)	One year	Two years
		Unemployed	Two years	One year
Existance of formal or informal articulation agreements	Vocational Director Q20	Full-time related Part-time total (2) Attending another educational institution	Present	Absent
		Full-time total Full-time unrelated Full-time total (2)	Absent	Present
Existance of a co-op program	Placement Director	Full-time total Full-time unrelated Full-time total (2)	Separate from program	Part of program
		Full-time related Part-time total (2) Attending another educational institution	Part of program	Separate from program

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
B. SPECIAL NEEDS POPULATION				
Coordination of efforts in the placement of special needs students by the program staff and the special education staff	Vocational Director	Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educational institution	Present	Absent
		Full-time total Full-time unrelated Unemployed Full-time total (2)	Absent	Present
Availability of special placement services a. Handicapped b. Disadvantaged	Placement Director Q6	Full-time total Full-time unrelated Full-time total (2)	Present	Absent
		Full-time related Part-time total (2) Attending another educational institution	Absent	Present
c. Minorities		Full-time related (2) Total employment (2)	Present	Absent
		Unemployed	Absent	Present
d. Limited English proficiency		Full-time total Full-time unrelated Unemployed Full-time total (2)	Present	Absent

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
		Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educational institution	Absent	Present
C. PROGRAM REVIEW PROCEDURES				
Primary purpose of established program review procedures: reassess the applicability of the program	Vocational Director Q17	Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educational institution	Present	Absent
		Full-time total Full-time unrelated Unemployed Full-time total (2)	Absent	Present
D. JOB PLACEMENT SERVICES				
Job placement services available	Vocational Director Q12			
a. Information on what to say in a job seeking phone call		Full-time related Part-time unrelated Part-time total (2) Attending another educational institution	Present	Absent

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
		Full-time total Full-time unrelated Full-time total (2)	Absent	Present
b. Vocational interest screening		Full-time related Part-time unrelated Part-time total (2) Attending another educational institution	Present	Absent
		Full-time total Full-time unrelated Unemployed Full-time total (2)	Absent	Present
Individuals receiving in-service in the use of the placement service a. Administrators	Vocational Director	Full-time related (2) Total employment (2)	Absent	Present
Individuals most often finding placement for students graduating from the program a. Job placement specialist b. Student c. Friends/relatives	Vocational Director Q14	Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educational institution	Present	Absent

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
		Full-time total Full-time unrelated Unemployed Full-time total (2)	Absent	Present
d. Guidance personnel		Full-time related (2) Total employment (2)	Present	Absent
		Unemployed	Absent	Present
Job placement related services available - vocational interest screening	Placement Director Q4	Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educational institution	Present	Absent
		Full-time total Full-time unrelated Unemployed Full-time total (2) Full-time unrelated (2)	Absent	Present
Groups receiving inservice in the use of placement service	Placement Director Q5	Full-time total Full-time unrelated Full-time total (2)	Present	Absent
		Full-time related Part-time total (2) Attending another educational institution	Absent	Present

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
Factors perceived to impact the placement roles of students	Placement Director Q7			
a. Attitude of placement personnel toward the program b. Student certification		Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educational institution	Impact	Does not impact
		Full-time total Full-time unrelated Unemployed Full-time total (2)	Does not impact	Impact
c. Availability of release time for program instructors to make community contacts		Full-time related (2) Total employment (2)	Impact	Does not impact
		Unemployed	Does not impact	Impact
Placement services available to students	Students Q6			
a. Information on where to look for a job		Full-time related (2) Total employment (2)	Present	Absent
b. Factors to consider in deciding whether to accept an offer		Unemployed	Absent	Present
c. Information on what to put in a resume' and cover letter		Full-time total Full-time unrelated Full-time total (2)	Present	Absent
		Full-time related Part-time total (2)	Absent	Present

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
d. Information on how to follow-up an interview		Full-time unrelated Full-time total (2)	Present	Absent
		Part-time total (2)	Absent	Present
e. Information on employers in the area		Full-time total Full-time unrelated Full-time total (2)	Present	Absent
f. List of full-time job opportunities				
E. ADVISORY COMMITTEE Roles of Advisory Committee	Advisory Committee Q1			
a. Advise program on current job needs		Full-time related Part-time total (2) Attending another educational institution	Present	Absent
		Full-time total Full-time unrelated Full-time total (2)	Absent	Present
b. Help program in developing its submission to the state c. Review ongoing programs		Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educational institution	Present	Absent
		Full-time total Full-time unrelated Unemployed Full-time total (2)	Absent	Present

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
Involvement of Advisory Committee	Advisory Committee Q4	Full-time total Full-time related Full-time total (2)	Limited advisory capacity	Not involved
		Full-time related Part-time total (2) Attending another educational institution	Not involved	Limited advisory capacity
F. FOLLOW-UP Individuals responsible for follow-up process	Vocational Director Q22	Full-time related Part-time total (2) Attending another educational institution	Program staff responsible	Program staff not responsible
		Full-time total Full-time unrelated Full-time total (2)	Guidance staff not responsible	Guidance staff responsible
Use of follow-up data a. Compliance with reporting requirements b. Build a graduate data base	Vocational Director	Full-time total Full-time unrelated Full-time total (2)	Present	Absent
		Full-time related Part-time total (2) Attending another educational institution	Absent	Present
c. Modify program d. Job development e. Recruiting f. Program planning g. Program evaluation		Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educa-	Present	Absent

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
		Full-time total	Absent	Present
		Full-time unrelated		
		Unemployed		
		Full-time total (2)		
Provision of follow-up services and placement services to completers and leavers	Vocational Director Q24	Unemployed	Present	Absent
		Full-time related (2)	Absent	Present
		Total employment (2)		
G. PROMOTION				
Target audiences for the promotion of the Housing and Home Furnishings Program	Vocational Director Q27			
a. Teachers		Full-time related	Present	Absent
b. Community		Part-time total (2)		
		Attending another educational institution		
		Full-time total	Absent	Present
		Full-time unrelated		
		Full-time total (2)		
c. Parents		Full-time related	Present	Absent
		Part-time unrelated		
		Full-time related (2)		
		Part-time total (2)		
		Total employment (2)		
		Attending another educational institution		

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
		Full-time total Full-time unrelated Unemployed Full-time total (2)	Absent	Present
d. Guidance staff		Full-time related (2) Total employment (2)	Present	Absent
		Unemployed	Absent	Present
		Full-time related Part-time total (2) Attending another educational institution	Absent	Present
e. Family members		Full-time total Full-time related Full-time total (2)	Present	Absent
		Part-time total (2) Attending another educational institution	Absent	Present
H. ATTITUDES Priority of vocational education	Vocational Director Q3	Full-time total Full-time unrelated Unemployed Full-time total (2)	Not a priority	Priority
		Full-time related Part-time unrelated Full-time related (2) Part-time total (2) Total employment (2) Attending another educational institution	Priority	Not a priority

ON SITE VISITATION RESULTS

Home Furnishings, Equipment and Services

Variable	Data Source	Placement Category	High Placement	Low Placement
I. CAREER EXPLORATION AND RELATED DECISION MAKING				
Individuals with whom different career options were explored	Student Q4			
a, Teacher b. Friend		Full-time total Full-time unrelated Full-time total (2)	Present	Absent
Individuals with whom students had assistance in planning their post graduation activities	Student			
a. Guidance counselor b. Teacher		Full-time related (2) Total employment (2)	Present	Absent
		Unemployed	Absent	Present
Source of information about the Housing and Home Furnishings Program: teaching staff		Full-time total Full-time unrelated Unemployed Full-time total (2)	Present	Absent
		Full-time related Part-time related Full-time related (2) Part-time total (2) Total employment (2)	Absent	Present

Variable	Data Source	Placement Category	High Placement	Low Placement
K. ADDITIONAL INFORMATION Individuals identified as most helpful in the decision to be part of the program: family members	Student Q4	Full-time total Full-time related Full-time total (2)	Present	Absent
		Part-time total (2)	Absent	Present

APPENDIX B

Sites Visited During Year 2

HERO Visitations - 1981-82

83 - Food Management Production and Services

Site	Visitation Date
Ann Arbor - Pioneer High School	11-13-81
Armada High School	12-17-81
Auburn Heights - Avondale High School	11-24-81
Benton Harbor High School	12- 3-81
Branch Intermediate School District - Coldwater	11-30-81
Bridgeman High School	12- 2-81
Brighton High School	11-20-81
Buena Vista High School - Saginaw	1- 8-82
Calhoun Area Vocational Center - Battle Creek	12- 4-81
Charlevoix High School	11-18-81
Cherry Hill High School - Inkster	12-15-81
Chippewa Valley High School - Mt. Clemens	12-16-81
Corunna High School	12- 7-81
Davidson High School	11-17-81
Dearborn - Fordson High School	12-10-81
Detroit	
Central	2-25-82
Cody	2-26-82
Finney	3- 4-82
Kettering	3-10-82
MacKenzie	3- 3-82
Murray Wright	3- 5-82
Pershing	3- 1-82
Redford	3- 2-82
East Detroit High School	12-10-81
Eaton Intermediate School District - Lansing C.C.	11-24-81
Flat Rock - Riverview High School	11-24-81
Flint - Southwestern High School	11-16-81
Fraser High School	12- 8-81

Site	Visitation Date
Gaylord High School	11-16-82
Genesee Skill Center - Flint	2- -82
Grand Haven High School	12- 2-81
Grand Rapids - Creston High School	12- 9-81
Greenville High School	12- 9-81
Grosse Pointe	
North High School	2- 3-82
South High School	1-14-82
Hazel Park	1-14-82
Hazel Park High School	
Jardon Vocational Center	
Howell High School	11-19-81
Highland Park High School	12-15-81
Ingham Intermediate School District	
Capital Area Career Center	11-16-81
Mason	
L'Anse Creuse - Pankow Center - Mt. Clemens	1-18-82
Lansing	
Hill High School	11-17-81
Marquette High School	11-23-81
Marquette Intermediate School District	11-24-81
Westwood High School	
Ishpeming	
Mecosta Area Vocational Center	1- 6-82
Big Rapids	
Menominee High School	11-25-81
Muskegon High School	12- 3-81
Newaygo Area Vocational Center	12-10-81
Fremont	
Niles High School	12- 1-81
Northeast Oakland Vocational Center - Pontiac	11-23-81
Northwest Oakland Vocational Center - Clarkston	11-20-81

Site	Visitation Date
Oak Park High School	12- 4-81
Ottawa Vocational Center - Holland	12- 1-81
Paw Paw High School	12- 2-81
Petoskey Area Vocational Center - Petoskey	11-18-81
Plainwell High School	11-30-81
Plymouth-Salem High School - Plymouth	1- 7-82
Pontiac Central High School Northern High School	11-18-81
Portage - Central High School	12- 3-81
Rochester - Adams High School	12- 2-81
Roseville High School	1-28-82
Royal Oak - Dondero High School	12-11-81
Saginaw - Averill Career Center	11-20-81
Saline High School	11-23-81
Sanilac Career Center - Peck	11-23-81
Southfield High School	12- 4-81
Southeast Oakland Vocational Center - Royal Oak	12-11-81
Southwest Oakland Vocational Center - Wixom	1-14-82
St. Claire Shores - South Lake High School	12-14-81
St. Clair Vocational Center - Marysville	
Sturgis	1-19-82
Taylor High School	12- 9-81
Traverse Bay Vocational Center - Traverse City	1-17-81
Utica - Ford High School	1-13-82
Van Buren Skill Center - Lawrence	12- 2-81
Van Dyke - Lincoln High School	1-11-82

Site	Visitation Date
Walled Lake Central Western	1-12-82
Warren Woods - Tower High School	12- 8-81
Wayne-Westland Vocational Center - Wayne	1-12-82
Wexford-Missaukee Area Vocational Center - Cadillac	12-11-81
Wyoming - Rogers High School	11-18-81
Ypsilanti Career Center	1-12-82

HERO Visitations - 1981-82

51 - Child Care Services

Site	Visitation Date
Alma High School	1- 7-82
Benton Harbor High School	12- 3-81
Berkley High School - Pilot	11-10-81
Branch Intermediate School District - Coldwater	11-30-81
Brighton High School	11-20-81
Calhoun Area Vocational Center - Battle Creek	12- 4-81
Cherry Hill High School - Inkster	12-15-81
Davidson High School	
Detroit	
Cooley High School	2- 3-82
Finney High School	3- 4-82
Kettering High School	3-10-82
Murray Wright High School	3- 5-82
Eaton Intermediate School District - Lansing C.C.	11-24-81
Ferndale High School	12- 9-81
Flint - Flint Open School	11-13-81
Flint - Kearsley High School	12- 9-81
Grand Rapids - Grand Rapids Junior College	12- 9-81
Grosse Pointe - Barnes Elementary	2- 3-82
Ionia High School	12- 8-81
Howell - McPherson Elementary	11-19-81
Kalamazoo	12- 1-81
Central High School	
Loy Norrix High School	
L'Anse Creuse - Pankow Center - Mt. Clemens	1-18-82
Lansing - Everette High School	11-17-81
Marquette High School	11-23-81

Site	Visitation Date
Mecosta Intermediate School District - Big Rapids	1- 6-82
Montcalm Area Vocational Center - Stanton	12-10-81
Monroe High School	11-24-81
Mt. Clemens High School	1-15-82
Newaygo Vocational Center - Fremont	12-10-81
Northeast Oakland Vocational Center - Pontiac	3-25-82
Ottawa Vocational Center - Holland	12- 1-81
Plymouth-Canton High School	1 -7-82
Romulus High School	2-26-82
Saginaw - Averill Career Center	11-20-82
Saline High School	11-23-81
Sanilac Career Center - Peck	11-23-81
St. Clair	
Lakeview - Lakeshore	1-15-82
Greenwood Elementary	
Traverse Bay Vocational Center - Traverse City	1-17-81
Troy - Athens High School	11-12-81
Tuscola Area Skill Center - Caro	11-19-81
Utica	
Ford High School	1-13-82
Eisenhower High School	1-13-82
Van Buren Skill Center - Lawrence	12- 2-81
Walled Lake	1-12-82
Central	
Western	
Warren Woods - Tower High School	12- 8-81
Waterford - Mott High School	12-15-81
Waverly High School	2-23-82
Wayne-Westland Vocational Center - Wayne	1-12-82

Site	Visitation Date
Wexford-Missaukee Area Vocational Center - Cadillac	12-11-81
Ypsilanti Career Center	1-12-82

MERO Visitations - 1981-82

11 - Clothing Management/Production and Services

Site	Visitation Date
Detroit	
Cass Tech High School	2-25-82
Chadsey High School	2-23-82
Kettering High School	3-10-82
MacKenzie High School	3- 3-82
Murray Wright High School	3- 5-82
Northern High School	2-23-82
East Detroit High School	12-10-81
Ottawa Area Vocational Center - Holland	12- 9-81
Stephenson High School	11-24-81
Southeast Vocational Center - Royal Oak	12-11-81
Averill Career Center - Saginaw	11-20-81

APPENDIX C

Tables Summarizing Results From Year 2

Results of Regression Analysis for Food Management
Placement Rate: Total Employment

Regression Statistics

			Analysis of Variance	DF	Sum of Squares	Mean Square	F*
Multiple R	=	0.846					
R^2	=	0.715					
Adjusted R^2	=	0.590	Regression	18	21874.1	1215.2	5.71
Standard Error	=	14.585	Residual	41	8721.9	212.7	

*P <.05

Specific Items in the Equation (P <.05)

Related to High Placement:

1. MESC counselors played no role in student placement.
2. Administrators other than the vocational director are very positive toward the program.
3. All students receive vocational interest screening.

Results of Regression Analysis for Food Management
Placement Rate: Related Total

Regression Statistics

			Analysis of Variance	DF	Sum of Squares	Mean Square	F *
Multiple R	=	0.871					
R^2	=	0.759					
Adjusted R^2	=	0.676	Regression	13	16753.8	1288.8	9.20
Standard Error	=	11.836	Residual	38	5323.7	140.1	

*P< .05

Specific Items in the Equation (P< .05)

Related to High Placement:

1. Advisory committee played some role in placement.
2. Program assessment procedures are used for program evaluation at least yearly.
3. Adequate lab space is clearly available.

Related to Low Placement:

1. CETA counselors played some role in placement.
2. All students are provided information on what factors to consider in deciding whether to accept a job offer (salary, fringe, accessibility, opportunities for advancement, etc).
3. Relatives did not play a major role in placement.

Results of Regression Analysis for Food Management
Placement Rate: Education

Regression Statistics

			Analysis of Variance	DF	Sum of Squares	Mean Square	F*
Multiple R	=	0.919					
R^2	=	0.846					
Adjusted R^2	=	0.669	Regression	31	23505.6	758.24	4.78
Standard Error	=	12.601	Residual	27	4287.4	158.79	

*P < .05

Specific Items in the Equation (P <.05)

Related to High Placement:

1. Advisory committee played no role in placement of graduates.
2. CETA counselors played no role in placement.
3. MPO's other than Michigan were an important resource in curriculum development.

Related to Low Placement:

1. Curriculum modified to meet the needs of handicapped students.
2. Using follow-up data are not very important for building a graduate data base.
3. Parents are not a major influence for students' decisions as to post graduate education or job attainment activities.
4. More than 50% of the students receive job bank services.

Results of Regression Analysis for Child Care Placement Rate: Total Employment

Regression Statistics

			Analysis of Variance	DF	Sum of Squares	Mean Square	F *
Multiple R	=	0.947					
R^2	=	0.897					
Adjusted R^2	=	0.818	Regression	16	20680.3	1292.5	11.42
Standard Error	=	10.637	Residual	21	2376.0	113.1	

*P< .05

Specific Items in the Equation (P< .05)

Related to High Placement:

1. Students begin only at beginning of academic year.
2. An existing curriculum was not a very important resource in curriculum development.
3. Program assessment procedures are very important for program evaluation.
4. Program assessment procedures used for program evaluation are done at least yearly.
5. Guidance counselor is not a major influence in student decision-making regarding post graduate education or job attainment activities.

Related to Low Placement:

1. Transmitting knowledge about the world of work is a major program goal.

Results of Regression Analysis for Child Care Placement Rate: Related Total

Regression Statistics

Multiple R	= 0.949
R^2	= 0.900
Adjusted R^2	= 0.736
Standard Error	= 8.094

Analysis of Variance	DF	Sum of Squares	Mean Square	F*
Regression	23	8253.2	358.8	5.48
Residual	14	917.2	65.5	

*P <.05

Specific Items in the Equation (P <.05)

Related to High Placement:

1. Program assessment procedures are very important for program evaluation.
2. Placing students in jobs is not a major goal.

Related to Low Placement:

1. Co-op is a part of the program.
2. Special needs staff play a role in placement.
3. There is less than active promotion to guidance staff.
4. Placement staff play a major role in conducting the annual follow-up.

Results of Regression Analysis for Child Care
Placement Rate: Education

Regression Statistics

Multiple R	= 0.988
R^2	= 0.976
Adjusted R^2	= 0.937
Standard Error	= 5.687

*P <.05

Analysis of Variance	DF	Sum of Squares	Mean Square	F *
Regression	23	18503.9	804.5	24.88
Residual	14	452.7	32.3	

Specific Items in the Equation (P <.05)

Related to High Placement:

1. MESC counselors played no role in placement.
2. CETA counselors played no role in placement.
3. Students begin program at the beginning or end of year.
4. Not all students receive vocational interest screening.
5. Administration is very familiar with the job placement services and processes.

Related to Low Placement:

1. Placing students in jobs is the major goal of the program.

Crosstabulation Analysis for Food Management
Placement Rate: Total Employment

Related to Low Placement

1. Program is not actively promoted to guidance staff.

2. Program assessment procedures are used for program evaluation less than yearly.

3. Student follow-up information is very important for complying with reporting requirements.

Crosstabulation Analysis for Food Management
Placement Rate: Related Employment

Related to High Placement

1. Michigan MPO's did not serve as a very important resource in curriculum development.
2. Adequate storage is available.
3. Adequate lab space is clearly available.
4. There are clearly a sufficient number of equipment and tools.

Related to Low Placement

1. Vocational interest screening is not very important for students prior to enrollment.
2. At least 50% of the students receive job bank services.

Crosstabulation Analysis for Child Care
Placement Rate: Total Employment

Related to High Placement

1. Less than 60 hours per year are devoted to unpaid work experience.
2. Less than 75% of the curriculum is specific to Child Care.
3. Academic year-end is very important in certifying that a student has completed the program.
4. Placing students in jobs is not a major goal of the program.

Related to Low Placement

1. Curriculum has not at all been modified to meet the requirements of L.E.P. students.

Crosstabulation Analysis for Child Care
Placement Rate: Related Total

Related to High Placement

1. Less than 20 hours per year are spent in job shadowing.
2. Other teachers (other than program instructors) play no role in placement.

Related to Low Placement

1. Michigan MPO's are a very important resource in curriculum development.
2. Student follow-up is not very important for program modification.

Crosstabulation Analysis for Child Care
Placement Rate: Related Total

Related to High Placement

1. Less than 20 hours per year are spent in job shadowing.

2. Other teachers (other than program instructors) play no role in placement.

Related to Low Placement

1. Michigan MPO's are a very important resource in curriculum development.

2. Student follow-up is not very important for program modification.

Crosstabulation Analysis for Child Care
Placement Rate: Education

Related to High Placement

1. Program assessment procedures are very important to reassess applicability of the program.

Crosstabulation Analysis for Clothing Management
Placement Rate: Total Employment

Related to High Placement

1. At least two hours per week are spent with audio visuals(?)
2. The program is not promoted to specific organizations.
3. Michigan MPO's are a very important resource for curriculum development.
4. The advisory committee plays no role in reviewing new programs.
5. There is an adequate quantity of commercial type sewing machines.
6. The commercial type sewing machines fit the current technology.
7. Program assessment procedures are employed less than yearly for program modification.
8. Program assessment procedures are done less than yearly for assessment of job skills in need locally.
9. Vocational interest screening is very important for students prior to enrollment.
10. The facility clearly has adequate air circulation.
11. The facility clearly has adequate lighting.
12. The facility is clean.

Related to Low Placement

1. Follow-up information is very important for complying with reporting requirements.
2. Parents are very positive towards the program.
3. Program assessment procedures are very important for program modification.
4. Program assessment procedures are very important to reassess the applicability of the program.
5. Employers are very positive about the program.

Crosstabulation Analysis for Clothing Management
Placement Rate: Education

Related to High Placement

1. Other teachers (other than program instructor) play a role in placement.
2. Instructor has some role in annual state follow-up.
3. Follow-up information is very important to build a graduate data base.
4. Student is certified as completing program at the end of the academic year.
5. Curriculum has not at all been modified to meet the special requirements of disadvantaged students.
6. Upholstery techniques are not a focus of the program.
7. Students do not spend any time in a lab for draperies.
8. Adequate space is clearly available for small group instruction.

Related to Low Placement

1. Community is very positive towards the program.
2. Guidance staff is very positive towards the program.
3. Placement personnel are very positive towards the program.
4. Placement personnel have a major influence regarding students decisions as to post graduation education and/or job attainment activities.
5. Teacher is a major influence for students decisions as to both graduate education and/or job attainment.

Crosstabulation Analysis for Clothing Management
Placement Rate: Related Total

Related to High Placement

1. Other teachers (other than program instructor) play a role in placement.
2. MESC counselors play no role in placement.
3. Michigan MPO's are a very important resource in curriculum development.
4. Mass production is a major focus of the program.
5. An existing curriculum is a very important resource in curriculum development.
6. Peers are a major influence for student decisions as to post graduate education and/or job attainment.

Related to Low Placement

1. Administrators other than the vocational director are very positive toward the program.
2. The community is very positive toward the program.
3. The teacher is a major influence on students decisions as to post graduation education and/or job attainment activities.

APPENDIX D

Materials from "Promoting Your Vocational Program"

PROMOTING YOUR VOCATIONAL PROGRAM:

Public Relations Guide

FOR
VOCATIONAL EDUCATORS

ARE YOU GETTING CREDIT FOR DOING GOOD?

VOCATIONAL TEACHERS HAVE BEEN COMPLAINING FOR SOME TIME NOW THAT "PEOPLE" THINK THAT THEIR VOCATIONAL PROGRAM IS JUST A "DUMPING GROUND" FOR TOO MANY STUDENTS. MANY OF YOU HAVE SAID THAT YOU WANT HELP IN ESTABLISHING A PUBLIC RELATIONS PLAN TO PROMOTE YOUR VOCATIONAL PROGRAM, BUT . . .

1. YOU DO NOT KNOW HOW TO SYSTEMATICALLY PLAN A PROMOTIONAL CAMPAIGN, AND
2. YOU DO NOT HAVE THE TIME TO DEVELOP ALL OF THE IDEAS AND MATERIALS NEEDED TO IMPLEMENT SUCH A PROGRAM.

WELCOME - HELP IS HERE!

Our Image . . . Is It Shwoing?

Image is the mental picture the mind creates when vocational education is mentioned. What comes to your mind? What comes to the minds of students, colleagues, administrators, boards of education, parents, and community leaders? Ask them.

Where Do Images Come From?

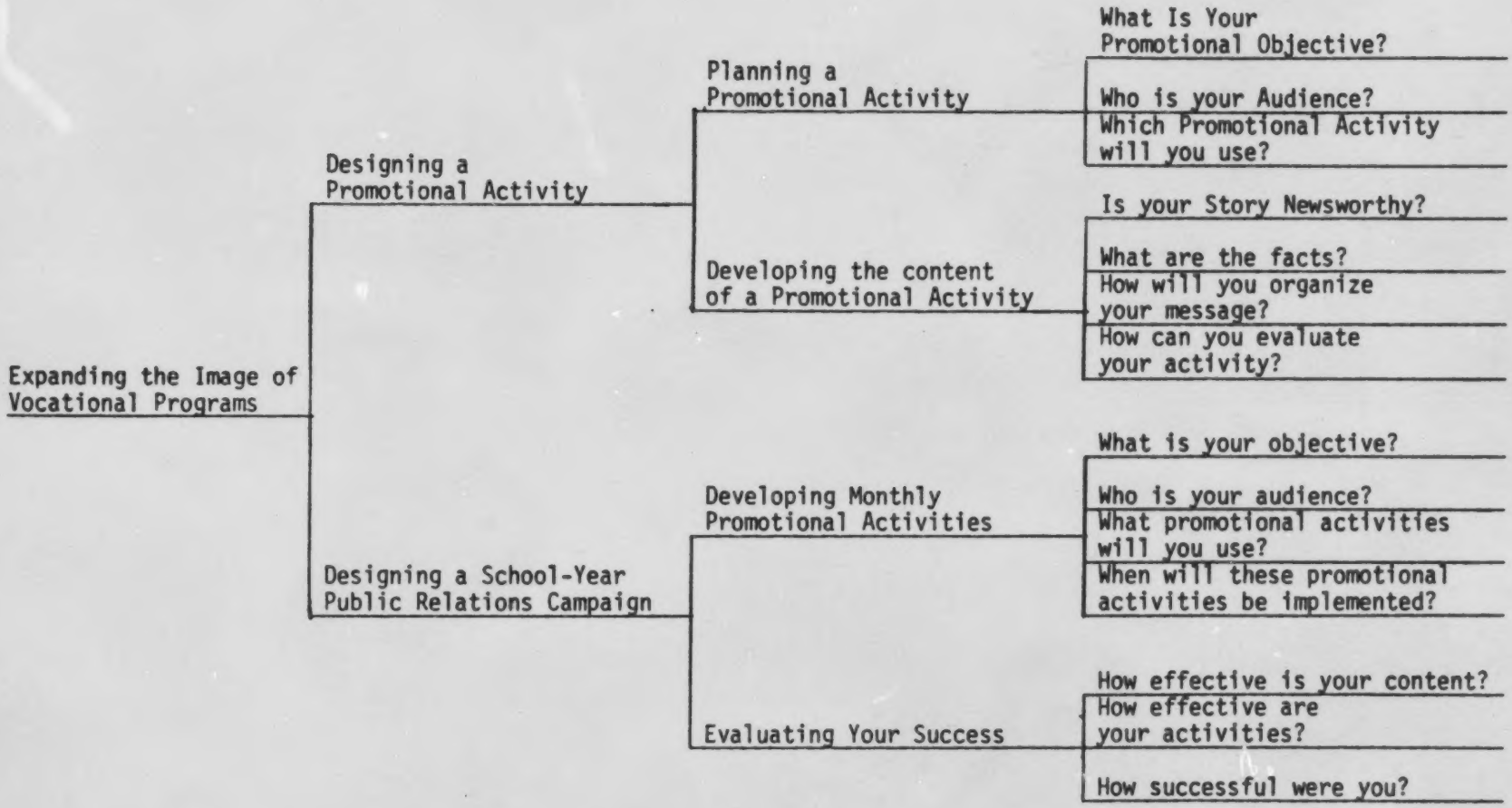
A difficult fact to face is that many images are earned. It's what we do that makes lasting impressions. Does your vocational program involve fulfilling learning experiences and worthwhile activities? Do they really meet the occupational demands of today and beyond?

Why Worry About Our Image?

A positive image can attract new students and interest your community or school in your vocational program. Negative images can get in the way of family and school support. They can even influence laws concerning vocational education.

Keeping our image positive is a never-ending process. If we are to be effective, we must continue making good impressions.

WHAT DOES A PUBLIC RELATIONS MODEL LOOK LIKE?


Expanding the Image of Vocational Programs
Designing a Promotional Activity
Planning a Promotional Activity
What Is Your Promotional Objective?
Who is your Audience?
Which Promotional Activity will you use?
Developing the content of a Promotional Activity
Is your Story Newsworthy?
What are the facts?
How will you organize your message?
How can you evaluate your activity?
Designing a School-Year Public Relations Campaign
Developing Monthly Promotional Activities
What is your objective?
Who is your audience?
What promotional activities will you use?
When will these promotional activities be implemented?
Evaluating Your Success
How effective is your content?
How effective are your activities?
How successful were you?

(3)

INTRODUCTION

WHAT IS PUBLIC RELATIONS?

PUBLIC RELATIONS IS A PLANNED EFFORT TO INFLUENCE PUBLIC OPINION THROUGH SOCIALLY RESPONSIBLE AND ACCEPTABLE PERFORMANCE, BASED ON MUTUALLY SATISFACTORY TWO-WAY COMMUNICATION.

"IN A NUTSHELL, PUBLIC RELATIONS IS DOING GOOD AND GETTING CREDIT FOR IT!"

WHY IS PUBLIC RELATIONS IMPORTANT?

THROUGH A WIDE VARIETY OF PUBLIC RELATIONS TECHNIQUES, YOU CAN REINFORCE POSITIVE ATTITUDES AND COUNTER NEGATIVE ONES.

HOW MUCH CAN YOU MAKE PUBLIC RELATIONS WORK FOR YOUR PROGRAM?

MUCH OF THE SUCCESS OF YOUR VOCATIONAL PROGRAM DEPENDS ON YOUR ENTHUSIASM. YOU MUST SHARE YOUR ENTHUSIASM WITH YOUR AUDIENCES THROUGH THE PROMOTIONAL ACTIVITIES IN YOUR CAMPAIGN.

THE VERY FIRST STEP IS TO MAKE A COMMITMENT TO A PROGRAM. THERE IS NO ONE-SHOT, BAND-AID METHOD OF AFFECTING PEOPLES' ATTITUDES. IF YOU ARE GOING TO MEET YOUR MISSION, THERE IS A NEED FOR CONTINUITY. PUBLIC RELATIONS SHOULD BE CONSIDERED A LONG-RANGE PROJECT.

IT IS NECESSARY TO SELL YOUR PUBLIC WITH A WELL CONCEIVED, WELL PRESENTED STORY, AND THEN CONTINUE TO SELL THEM PERIODICALLY BY MERCHANDISING YOUR ACCOMPLISHMENTS TO THE GROUP.

WHO IS YOUR PUBLIC?

THINK IN TERMS OF A PUBLIC OR A GROUP OF PUBLICS RATHER THAN THE PUBLIC.

DESIGNING A PROMOTIONAL ACTIVITY

As you can see in the Public Relations Model on the preceeding page, there are two things that must be done to Design a Promotional Activity. First, you plan the activity, then you develop the content for that activity. Let us view each of the steps involved, one at a time.

PLANNING A PROMOTIONAL ACTIVITY

STEP 1: What is your promotional objective?

To most people, promoting simply means getting publicity for what they are doing. Although this is the simplest view of P.R., it is also the least effective. A promotional activity can do a great deal for you and your program. You only need to decide what you want or need it to do for you. This will become the objective of your promotional activity.

P.R. Objective For 1983:

To expand the image of the vocational program with counselors, employers, and/or parents.

Every school program must justify itself to the public to build up a bank account of support. It should also articulate with other parts of the school system on which the vocational program must rely for cooperation, resources, and coordination. Vocational programs need to present clear, easily understood and appreciated evidence of their contributions to students, parents, to the school, and to the community.

EXAMPLE: To Persuade Students

Most promotional activities which PROVIDE INFORMATION about the vocational program, or which seek to CREATE A CLIMATE, can also PERSUADE PEOPLE TO ACT. Persuasion involves directly or indirectly raising the student's consciousness of his/her needs, and emphasizing the ability of the program to meet those needs with minimum hassle.

EXAMPLE: To Reduce Resistances

There are some common attitudes about vocational programs which support the belief that these programs are for "burn outs". Some parents believe their child shouldn't explore this curriculum since "Andy is very bright and is planning to attend the university", or by employers who think ALL young adults will not be responsible or dependable employees. You can undercut some of these attitudes by "planting" certain kinds of materials into the mass media. For example, a newspaper article on the job market of the future requiring fewer and fewer college degrees, but the occupations of the 80's and beyond will require technical skills, or a success story on a vocational graduate who has "made it" in business and industry.

OTHER OBJECTIVES

YOU MAY WISH TO ADD OTHER OBJECTIVES TO THIS LIST THAT REFLECT YOUR PERSONAL NEEDS WHICH COULD BE MET WITH A PROMOTIONAL ACTIVITY.

_____

_____

_____

_____

_____

WHAT GROUP(S) DO YOU WISH TO INFLUENCE? _____

_____

_____

WHAT DO YOU WISH TO INCREASE? _____

_____

WHAT DO YOU WISH TO REDUCE? _____

_____

WHAT DO YOU WISH TO MAINTAIN? _____

_____

_____

KEEP IN MIND:

GROUPS ARE MADE UP OF INDIVIDUALS TIED TOGETHER BY A COMMON INTEREST, CONCERN OR MOTIVATION. THESE MAY BE ECONOMIC, EDUCATIONAL, POLITICAL, OR CULTURAL.

TO BE SUCCESSFUL IN INFLUENCING A GIVEN PUBLIC, YOU MUST GIVE THE INDIVIDUALS WHO MAKE UP THE PUBLIC A REASON TO BE IN YOUR FAVOR. THAT REASON MUST BE VERY IMPORTANT TO THEM.

STEP 2: WHO IS YOUR AUDIENCE?

PEOPLE FORM GROUPS OUT OF COMMON INTERESTS. THE GROUP MAY BE FORMALLY ORGANIZED, SUCH AS THE PARENT TEACHER ASSOCIATION, MICHIGAN RESTAURANT ASSOCIATION, OR FHA/HERO CHAPTERS. OR, LIKE YOUR FRIENDS AND NEIGHBORS, THE GROUP MAY BE VERY INFORMALLY ORGANIZED AND THUS, MORE DIFFICULT TO IDENTIFY. FOR NOW, IT IS MORE EFFICIENT TO FOCUS UPON IDENTIFIABLE GROUPS TO WHICH MEMBERS OF AN INFORMAL GROUP MAY BELONG.

WHO'S IMPORTANT?

PUBLIC RELATIONS EFFORTS SHOULD BEGIN AT HOME. USUALLY, YOU WOULD BEGIN PROMOTING YOUR PROGRAM WITH PERSONAL PUBLICS AND THEN EXPAND YOUR CAMPAIGN TO SCHOOL PUBLICS AND COMMUNITY PUBLICS THAT CAN ASSIST YOU IN ACHIEVING YOUR GOAL. ANOTHER OPTION YOU MAY WANT TO CONSIDER IS TO TARGET ONE OR TWO VERY SPECIFIC AUDIENCES DUE TO SOME VALID INFORMATION YOU HAVE, OR A PROBLEM YOU ARE AWARE OF WITH A SPECIFIC TYPE OF AUDIENCE. FOR INSTANCE, PLACEMENT PERSONNEL MAY WANT TO FOCUS ON EMPLOYERS AS THEIR TARGET AUDIENCE DUE TO THE NATURE OF THEIR WORK, OR TEACHERS MAY WANT TO FOCUS ON COUNSELORS FIRST AND THEN PARENTS AND STUDENTS. LET US VIEW WHO SOME OF THESE PUBLICS ARE:

PERSONAL PUBLICS	SCHOOL PUBLICS	COMMUNITY PUBLICS
Parents of Vocational Students	School Board	Service Clubs
Neighbors	Administrators	Professional Organizations
Friends	Guidance Counselors	Local Business and Industry
Administrators (Building)	Placement Personnel	Youth Groups
Vocational Students	Students	Labor Unions
Advisory Committee	Secretaries	Mayor or City Manager
	Custodians	Church Groups
	Residents of School District	Legislators

Do you have any other groups you would like to identify that should be included in either of these publics?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

STEP 3: WHICH PROMOTIONAL ACTIVITY WILL YOU USE?

BASICALLY, THERE ARE ONLY THREE GROUPS OR CLUSTERS OF PROMOTIONAL ACTIVITIES THAT ARE EASILY ACCESSIBLE TO THE VOCATIONAL TEACHER. THESE ARE THE WRITTEN, VISUAL, AND WRITTEN/VISUAL MEDIA.

CLUSTERS	EXAMPLES
I. WRITTEN MEDIA	A. NEWS RELEASE
	B. NEWSLETTER
	C. PERSONAL LETTER
II. VISUAL MEDIA	A. POSTER
	B. BULLETIN BOARD
	C. EXHIBIT
III. COMBINATION WRITTEN/ VISUAL MEDIA	A. BROCHURE
	B. PAMPHLET
	C. FLYER

A P.R. RESOURCE PACKAGE WILL BE AVAILABLE WHICH CONTAINS A BRIEF DESCRIPTION, BENEFITS, DISADVANTAGES, AND GUIDELINES FOR EACH OF THESE OPTIONS.

EXERCISE

FOR EACH PROMOTIONAL ITEM, IDENTIFY ITS MAIN ADVANTAGES AND DISADVANTAGES, IN TERMS OF THE AMOUNT AND KIND OF INFORMATION YOU MAY WANT TO COMMUNICATE, AND THE SIZE AND TYPE OF THE AUDIENCES YOU WANT TO REACH.

KINDS OF PROMOTIONAL ITEMS	ADVANTAGES	DISADVANTAGES
(1) SPOT ANNOUNCEMENT ON RADIO	CHEAP. WIDE AUDIENCE. CAN BE REPEATED. CAN EMPHASIZE A SINGLE IDEA.	CAN'T GO INTO DETAIL ON ALL PROGRAM SERVICES. MAY NOT REACH EMPLOYERS, WHO USUALLY DON'T LISTEN TO RADIO.
(2) BROCHURE		
(3) NEWSPAPER ARTICLE		
(4) POSTER		

MATCHING MEDIA AND AUDIENCES

(1) MATCH THE MEDIUM TO THE AUDIENCE.

MEDIA DIFFER IN THEIR ABILITY TO REACH VARIOUS AUDIENCES. RADIO OR T.V. SPOTS DURING THE DAY ARE MORE LIKELY TO REACH NON-WORKING MOTHERS THAN THEY ARE TO REACH WORKING PARENTS; A SPOT ANNOUNCEMENT DURING A DISC JOCKEY PROGRAM IS MORE LIKELY TO REACH STUDENTS, WHILE AN ARTICLE IN THE NEWSPAPER HAS A BETTER CHANCE OF REACHING COMMUNITY MEMBERS. BE SURE THE CONTENT USED IN THE VARIOUS MEDIA IS APPROPRIATE TO THE AUDIENCE WHICH THOSE MEDIA REACH.

(2) MATCH THE CONTENT TO THE AUDIENCE.

IF YOU WANT TO INTEREST PARENTS AND CITIZENS AT LARGE (IN ORDER TO DISSEMINATE PLACEMENT SKILLS, OR TO INCREASE COMMUNITY SUPPORT), YOU MIGHT EMPHASIZE THE NUMBER OF STUDENTS PLACED, BECAUSE PARENTS ARE CONCERNED ABOUT THE SERVICES THEIR YOUNGSTERS RECEIVE, AND THE COMMUNITY IS CONCERNED ABOUT NUMBERS OF UNEMPLOYED YOUTH ROAMING THE STREETS. BUT IF YOU WANT TO INTEREST EMPLOYERS (IN ORDER TO CREATE A CLIMATE, OR TO TARGET ON PARTICULAR EMPLOYERS), THE NUMBER OF JOB SLOTS OR ORDERS FILLED IS THE MORE RELEVANT WAY TO TALK ABOUT THE SAME THING.

(3) MATCH THE CONTENT TO THE MEDIUM.

MEDIA DIFFER IN THE KINDS OF INFORMATION THEY CAN TRANSMIT. FIGURES ON NUMBERS OF PLACEMENTS DO NOT MAKE AS MUCH IMPACT WHEN HEARD OVER THE RADIO AS THEY DO WHEN PRESENTED VISUALLY. ON THE OTHER HAND, THE DIRECT HUMAN INTEREST APPEAL OF A STUDENT'S JOB QUALIFIECATIONS AND CAREER GOALS PRESENTED BY A RADIO ANNOUNCER IN A SPOT COMMERCIAL HAS MORE IMPACT THAN A WRITTEN STATEMENT. WHICH KIND OF CONTENT GOES INTO WHAT MEDIA ALSO DEPENDS ON HOW "ENDURING" THE MEDIUM IS, COMPARED TO HOW PERISHABLE THE CONTENT IS. A PRINTED PROMOTIONAL BROCHURE WHICH WILL BE USED FOR SEVERAL YEARS IS NOT AN APPROPRIATE WAY TO PRESENT INFORMATION ABOUT A COMMUNITY PROJECT THAT WAS COMPLETED LAST YEAR. THIS TYPE OF INFORMATION WORKS BEST IN AN EPHEMERAL MEDIUM, WHICH DOES NOT PRESERVE THE INFORMATION FOR LONG PERIODS OF TIME (I.E., PERIODIC NEWSLETTERS, RADIO, AND T.V. SPOTS).

(4) MATCH THE MEDIUM TO THE SIZE OF THE AUDIENCE.

WHEN THE AUDIENCE IS LIMITED IN NUMBER AND GEOGRAPHICALLY SCATTERED, A DIRECT MAILING MAY BE MORE EFFECTIVE THAN THE MASS MEDIA IN GETTING A MESSAGE OF LIMITED INTEREST DIRECTLY TO THE PEOPLE CONCERNED.

EXERCISE

IN THE COLUMN ON THE LEFT, LIST SEVERAL AUDIENCES YOU MAY WANT TO REACH THROUGH VARIOUS PROMOTIONAL ACTIVITIES. FOR EACH AUDIENCE YOU LIST, IDENTIFY THE MEDIA WHICH ARE MOST EFFECTIVE IN REACHING THAT AUDIENCE.

AUDIENCE	MEDIA
EXAMPLE: 1. SERVICE CLUBS	DIRECT MAILING TO MEMBERS. SPEECH AT A MEETING. TAPE/SLIDE PRESENTATION. DISTRIBUTION OF BROCHURES.
2. COUNSELORS	
3. EMPLOYERS	
4. PARENTS	

DEVELOPING THE CONTENT FOR A PROMOTIONAL ACTIVITY

STEP 1: Is Your Story Newsworthy?

NEWS

Information that is timely, interesting and personally significant to the reader is considered newsworthy. In other words, NEWS IS WHAT PEOPLE WANT TO KNOW.

MATERIAL WITH SOME OR ALL OF THESE CHARACTERISTICS MAKES NEWS:

...Informative: Tells something readers/viewers/listeners didn't know until they read, heard, saw.

...Educational: Material is useful to readers/viewers/listeners in some way; material helpful for background information/research.

...Timely: Opportune scheduling for maximum significance, interest, etc.

...Significant: Affects the lives of readers/viewers/listeners in some way.

...Unique: Unlike other material and therefore, more interesting.

...Interesting: Subject applicable to many readers/viewers/listeners or the specific group patronizing that publication/station (remember, material of interest to your members may not interest the general public) should be of "human interest".

STEPS FOR IDENTIFYING NEWS

TAKE A GOOD, CLOSE LOOK AT YOUR PROGRAM:

(1) EXAMINE YOUR PAST RECORD, CURRENT ACTIVITIES

...DO YOU HAVE A STORY TO TELL? WHAT IS IT? WHAT SHOULD IT BE?

...WHAT MIGHT YOUR GROUP DO THAT HAS REAL POTENTIAL? SET SEVERAL REALISTIC OBJECTIVES.

...HOW CAN YOU GET YOUR GROUP TO DO IT?

...HOW CAN YOU TELL THE STORY OF WHAT YOU DID? TO WHOM?

...WHAT ARE THE RESULTS OF YOUR EFFORTS?

(2) STUDY EACH STUDENT

...DO ANY HAVE UNUSUALLY INTERESTING JOBS (ONES THAT MIGHT HAVE A NEWS OR FEATURE ASPECT/HOBBIES?)

...HAVE ANY RECEIVED AWARDS?

...DO ANY HAVE INTRIGUING BACKGROUNDS/EXPERIENCES TO SHARE?

...HAVE ANY DEVISED IMPROVED PRODUCTS? TEACHING METHODS?

(3) HAVE YOUR STUDENTS BRAINSTORM IDEAS

...ONE PERSON'S THOUGHT MAY STIMULATE ANOTHER'S, OR TRIGGER POSSIBILITIES THAT HAVEN'T BEEN CONSIDERED BEFORE. HAVE YOUR STUDENTS COMPETE IN PROVIDING AN ADVERTISING IDEA.

(4) PLAN NEWS-MAKING ACTIVITIES SUCH AS:

...THE FOOD SERVICE PROGRAM PROVIDING MEALS FOR THE ELDERLY.

...THE CHILD CARE PROGRAM PROVIDING A WORKSHOP FOR PARENTS ON "POSITIVE METHODS OF DISCIPLINE TO ENHANCE CHILDREN'S SELF CONTROL, SELF DIRECTION, AND COOPERATION".

..."COUNSELOR APPRECIATION DAY" - PROVIDE WORKSHOPS WHERE COUNSELORS GET A "HANDS-ON" EXPERIENCE IN YOUR LABORATORIES, TRAINING PROVIDED BY STUDENTS IN THE PROGRAM.

...A LOCAL AWARDS PROGRAM TO RECOGNIZE OUTSTANDING PROFESSIONALS FOR CONTRIBUTING NEW DIRECTIONS TO EDUCATION, BUSINESS AND THE COMMUNITY.

...A "MEET YOUR LEGISLATORS" SESSION SO THAT SENATORS, MEMBERS OF CONGRESS, AND STATE LEGISLATORS ARE COGNIZANT OF YOUR PROGRAM AND ITS EXPERTISE IN MATTERS OF TRAINING STUDENTS FOR EMPLOYMENT.

EXERCISE

NOW IT'S YOUR TURN . . .

EACH OF THE ITEMS BELOW IS DESIGNED TO STIMULATE AN IDEA FOR A PROMOTIONAL ACTIVITY YOU MAY WISH TO CONDUCT. TAKE A FEW MOMENTS TO WRITE SOME OF THESE IDEAS DOWN.

1. DO YOU HAVE A STUDENT WHO IS AN ARTICULATE SPOKESPERSON WHO COULD BE INTERVIEWED ABOUT THEIR SUCCESS WITH THEIR COMPANY?

   YOUR IDEA: _____

2. ARE THERE MALES/FEMALES IN YOUR PROGRAM WORKING ON AN INTERESTING PROJECT? THE REVERSAL OF ROLES IN TODAY'S SOCIETY IS A TIMELY TOPIC.

   YOUR IDEA: _____

3. CAN YOUR STUDENTS MEET WITH COUNSELORS PROVIDING THEM WITH SPECIFIC FACTS ON THEIR VOCATIONAL PROGRAM?

   YOUR IDEA: _____

4. IS THE PUBLIC INVITED TO YOUR UPCOMING SEMINAR ON HOW TO GET A JOB?

   YOUR IDEA: _____

5. ARE YOUR STUDENTS INVOLVED IN A PUBLIC SERVICE EFFORT LOCALLY?

   YOUR IDEA: _____

6. DID THE EMPLOYER WHO SPOKE TO YOUR CLASS EMPHASIZE THE CAREER LADDER MOBILITY AND POTENTIAL WAGES FOR HIGH SCHOOL GRADUATES WHO HAVE HAD VOCATIONAL TRAINING THAT PARENTS OF STUDENTS SHOULD KNOW?

   YOUR IDEA: _____

IDENTIFY ACCOMPLISHMENTS OF YOUR VOCATIONAL PROGRAM THAT ARE NEWSWORTHY THAT YOU ARE PLANNING FOR THIS ACADEMIC YEAR.

1. _____

_____

2. _____

_____

3. _____

_____

CRITERIA CHECKS: (CHECK AT LEAST ONE)

☐ (1) IS THIS SOMETHING PEOPLE WANT TO KNOW?

☐ (2) IS IT INFORMATIVE, EDUCATIONAL, TIMELY, SIGNIFICANT?

☐ (3) DOES IT TIE IN WITH A TOPIC WHICH HAS WIDER APPEAL?

☐ (4) DOES IT RELATE INTERNATIONAL/NATIONAL/STATE NEWS TO LOCAL LEVEL?

STEP 2: WHAT ARE THE FACTS?

THE MESSAGE HERE IS, "BE SPECIFIC! SAY SOMETHING!"

USE SPECIFIC, CONCRETE WORDS AND TERMS. THESE ARE WORDS YOU CAN SEE, HEAR, TOUCH, SMELL, OR TASTE.

...AVOID ABSTRACT WORDS - NAMES OF IDEAS, A QUALITY, OR GENERALIZATION.

USE: A 30-MINUTE LUNCH

NOT: A QUICK REPAST

USE SIMPLE, FAMILIAR WORDS - ONES LEARNED EARLY IN LIFE.

USE: TRY

NOT: ENDEAVOR

USE NON-TECHNICAL WORDS WHEN POSSIBLE INSTEAD OF TECHNICAL ONES.

...IF YOU MUST USE A TECHNICAL WORD FOR ACCURACY, DEFINE THE TERM IMMEDIATELY OR FOLLOW WITH CLEAR EXAMPLES.

...TRY TO USE WORDS WITH MEANING TO YOUR READERS. ENVIRONMENT, EDUCATION, EXPERIENCE ALL SHADE THE MEANING OF WORDS.

USE: BRECKENRIDGE UNIVERSITY IS SPONSORING A SYMPOSIUM ON PHOTOKINESIS, MOTION OR ACTIVITY INDUCED BY LIGHT.

NOT: BRECKENRIDGE UNIVERSITY IS SPONSORING A SYMPOSIUM ON PHOTOKINESIS.

THIS MAY BE THE MOST DIFFICULT SKILL FOR YOU TO DEVELOP. YOUR CONTENT SHOULD BE INFORMATIVE, NOT JUST DESCRIPTIVE; GIVE RESULTS, END PRODUCTS, OR OUTCOMES.

CLEAR CUT FACTS AND CONVINCING STATEMENTS

A FACT IS A LOT BETTER THAN A POSSIBILITY!

EXAMPLE

ONE BROCHURE TELLS YOU THAT BOTH MALES AND FEMALES PARTICIPATE IN THE VOCATIONAL PROGRAM. THE OTHER TELLS YOU THAT THERE ARE 60% FEMALES AND 40% MALES ENROLLED IN THE PROGRAM.

FACTS ARE DEFINITE THINGS THAT YOU CAN CHECK.

CLEAR-CUT FACTS ARE JUST THAT: DEFINITE PROOFS THAT CHECK OUT AND ARE HONESTLY TRUE. SOMETIMES THESE FACTS ARE STATED BY USING NUMBERS, SOMETIMES SIMPLY BY GIVING EXACT DETAILS.

VAGUE	FACTUAL
"NEARBY"	"3 BLOCKS AWAY"
"OPEN LATE"	"OPEN UNTIL 9"
"SOON"	"WITHIN AN HOUR"

CONVINCING STATEMENTS CONTAIN FACTS.

CONVINCING STATEMENTS, OF COURSE, ARE SIMPLY SENTENCES THAT CONTAIN CONCRETE FACTS. IT'S THE FACTS THAT MAKE THEM CONVINCING!

UNCONVINCING	CONVINCING
STUDENTS DID WELL AT THE HERO STATE CONFERENCE.	FIVE FOOD SERVICE STUDENTS RECEIVED FIRST PLACE AT THE HERO STATE CONFERENCE.

NOW IT'S YOUR TURN!

EXERCISE

IDENTIFY 3 CONCRETE FACTS ABOUT YOUR VOCATIONAL PROGRAM FROM LAST YEAR'S ACCOMPLISHMENTS.

(1) _____

_____

_____

(2) _____

_____

_____

(3) _____

_____

_____

USING THESE CONCRETE FACTS, WRITE 3 CONVINCING STATEMENTS RELATED TO YOUR VOCATIONAL PROGRAM.

(1)

(2)

(3)

STEP 3: How Will You Organize Your Message?

Now that you have determined your story is newsworthy and you have identified specific, concrete facts that are convincing - then what?

EMPHASIZE THE ADVANTAGES AND BENEFITS TO THE AUDIENCE

Promotions directed at pursuading, creating a climate, and increasing community support should communicate the ADVANTAGES and BENEFITS of the program and its services to the target audience. In other words, the people you are trying to reach must want or need what you are providing them.

BEFORE YOU WRITE. . .

Stick to your objective - one main thought is best.

Include:

...Important facts/issues
...Quotes to add interest
...Other necessary details

Write to your audience

...Subjects of interest
...Education level
...Technical knowledge
...Beliefs, values
...Existing attitude towards the subject
...Demographics (age, sex, ethnic group, income, etc.)
...Problems, needs

Select your approach. . . how you will present your story

...In chronological order
...State the objective first, then substantiate with facts
...Reveal the facts and build up facts to a conclusion

OUTLINE YOUR THOUGHTS

...LET YOUR THOUGHTS FLOW RAPIDLY ON PAPER
...SORT OUT UNNECESSARY FACTS
...PUT REMAINING FACTS IN A LOGICAL ORDER, ACCORDING TO THE DESIRED APPROACH

CREATE NEW WAYS TO EXPRESS IDEAS. AVOID OUT-OF-DATE OR OVERUSED TERMS:

...BURY THESE CLICHES:

..CONSPICUOUS BY THEIR ABSENCE...
..ALL IN ALL...
..LAST BUT NOT LEAST...

USE WORKING WORDS. WORDS THAT DON'T CONTRIBUTE TO MEANING OR UNDERSTANDING WEAKEN YOUR MESSAGE. DON'T WASTE TIME, PAPER AND SPACE.

USE	NOT
BECAUSE	DUE TO THE FACT THAT
SOON	IN THE FUTURE
FOR A WEEK	FOR THE PERIOD OF A WEEK
ONLY	NOBODY ELSE BUT

GENERAL GUIDELINES

(1) USE STRONG WORDS.

(2) USE ACTIVE WORDS TO ADD ZEST TO YOUR WRITING AND SHORTEN SENTENCES.

...PASSIVE WORDS MAKE LAZY SENTENCES.

USE: A NEW LIGHTING SYSTEM HAS IMPROVED NIGHT GAMES AT BELLEVIEW PLAY FIELD.

NOT: SOME IMPROVEMENT WAS EFFECTED IN NIGHT GAMES AS A RESULT OF THE INSTALLATION OF A NEW LIGHTING SYSTEM.

(3) USE ACTIVE VERBS INSTEAD OF NOUNS DERIVED FROM VERBS (WORDS ENDING IN -TION, -ITY, -ING, SUCH AS EXAMINATION, UTILITY, VIEWING).

...CHANGE WORDS WITH THESE ENDINGS TO VERBS IN YOUR WRITING. IT MAY BE DONE BY ONLY CHANGING THE WORD, OR IT MAY REQUIRE CHANGING THE ENTIRE SENTENCE.

USE: MARY EXAMINED THE BUILDING IN AN HOUR.

NOT: MARY COMPLETED THE EXAMINATION OF THE BUILDING IN AN HOUR.

(4) USE PRESENT TENSE WORDS TO SHORTEN YOUR WRITING: BE VIVID, CURRENT, ALIVE.

USE: ARE

NOT: OBTAIN

(5) USE SHORT WORDS. WORDS BECOME HARDER TO READ AS YOU ADD MORE SYLLABLES TO THEM.

...FOR EASY READING, AIM FOR MOSTLY ONE SYLLABLE WORDS.

USE: So

NOT: ACCORDINGLY

(6) USE SHORT SENTENCES. SHOOT FOR ELEVEN (11) WORD SENTENCES.

USE: PERIODS, QUESTION MARKS, EXPLANATION MARKS.

NOT: COMMAS, COLONS, SEMI-COLONS.

(7) YOUR VOCATIONAL PROGRAM ISN'T NEWS IN ITSELF, BUT WHEN ITS EFFORTS ARE BEING USED TO SHOW THAT 80% OF THE STUDENTS GOT JOBS, IT COVERS A TOPIC OF CONCERN TO MANY MORE PEOPLE.

NOW IT'S YOUR TURN!

EXERCISE

USING THE CONCRETE FACTS AND CONVINCING STATEMENTS YOU HAVE COMPLETED, WRITE A PARAGRAPH INFORMING PARENTS ABOUT THE VOCATIONAL PROGRAM.

_____

_____

_____

_____

_____

_____

_____

_____

TRADE PARAGRAPHS WITH THE PERSON NEXT TO YOU AND IDENTIFY THE ONE BEST FEATURE OF THE PARAGRAPH AND WRITE ONE HELPFUL SUGGESTION.

(1) BEST FEATURE _____

_____

_____

(2) HELPFUL SUGGESTION _____

_____

_____

STEP 4: How Can You Evaluate Your Activity?

Now it's time to pull together what you have learned and get some feedback. In the exercise below, we have started you off with an objective and a target audience. It remains for you to identify the medium you will use and develop the message.

GOOD LUCK!

(1) OBJECTIVE: To increase support of the vocational program.

(2) AUDIENCE: Counselors

(3) SELECT ONE P.R. MEDIUM: (check one)

- ☐ 1 - Newsletter
- ☐ 2 - News Release
- ☐ 3 - Letter
- ☐ 4 - Brochure
- ☐ 5 - Flyer
- ☐ 6 - Pamphlet
- ☐ 7 - Poster
- ☐ 8 - Bulletin Board
- ☐ 9 - Exhibit

(4) IDENTIFY:

RESOURCES NEEDED	RESOURCES AVAILABLE
_____	_____
_____	_____
_____	_____

(5) Develop the content you will communicate.

(6) Produce the promotional activity you have selected.

(7) Ask two other teachers to assess your promotional activity using the following checklist.

SUMMARY CHECKLIST

1. WHO IS THE AUDIENCE FOR THIS PROMOTION?
   - ____ EMPLOYERS
   - ____ COUNSELORS
   - ____ PARENTS
   - ____ STUDENTS
   - ____ TEACHERS
   - ____ SCHOOL ADMINISTRATORS OR POLICY-MAKERS
   - ____ OTHERS _____

2. WHAT IS THE OBJECTIVE OF THIS PROMOTION?
   - ____ TO CREATE A CLIMATE
   - ____ TO TARGET ON A PARTICULAR GROUP
   - ____ TO PERSUADE
   - ____ TO REDUCE RESISTANCES
   - ____ TO INCREASE SUPPORT OF THE VOCATIONAL PROGRAM
   - ____ OTHERS _____

3. WHAT MEDIUM IS USED?
   - ____ NEWSPAPER
   - ____ ORGANIZATION NEWSLETTER
   - ____ SCHOOL NEWSLETTER
   - ____ MASS MAILING
   - ____ BROCHURE
   - ____ FLYER
   - ____ POSTER
   - ____ BULLETIN BOARD
   - ____ EXHIBIT

YES	NO		
____	____	4.	Is what is important to the audience, from the audience's point of view, put first?
____	____	5.	Does it appeal to the audience's needs and interests?
____	____	6.	Does it stimulate audience awareness of its needs or interests?
____	____	7.	Does it provide information relevant to the objective?
____	____	8.	Does it give information on advantages and benefits to the audience?
____	____	9.	Does it help the audience form a positive attitude?
____	____	10.	Does the promotion reduce resistance or create a counter-image?
____	____	11.	Does it use case examples or illustrations appropriate to the audience?
____	____	12.	Does it present facts and data?
____	____	13.	Are there illustrative examples?
____	____	14.	Does it make the message visible and concrete?

DESIGNING A SCHOOL YEAR PUBLIC RELATIONS CAMPAIGN

NOW THAT YOU HAVE SOME EXPERIENCE UNDER YOUR BELT, LET'S SEE IF YOU CAN PUT IT ALL TOGETHER TO CREATE SOMETHING <u>REALLY</u> USEFUL FOR YOU. IN THIS EXERCISE, YOU WILL PLAN A MONTHLY SEQUENCE OF PROMOTIONAL ACTIVITIES FOR A WHOLE SCHOOL YEAR. TOGETHER, THESE NINE ACTIVITIES WILL BE DESIGNED TO HELP YOU REACH A MAJOR OBJECTIVE. WE HAVE INCLUDED A RATING SYSTEM AT THE END OF THIS EXERCISE TO HELP YOU SHAPE THE FINAL PRODUCT.

<u>DEVELOPING MONTHLY PROMOTIONAL ACTIVITIES</u>

<u>GIVEN</u>:

(WHAT IS YOUR OBJECTIVE)

(A) THE MAJOR GOAL IS TO "EXPAND THE IMAGE OF THE VOCATIONAL PROGRAM".

(WHO IS YOUR AUDIENCE)

(B) THE AUDIENCE TO BE ADDRESSED IS "COUNSELORS, EMPLOYERS, AND/OR PARENTS".

<u>ASSIGNMENT</u>:

(WHAT PROMOTIONAL ACTIVITIES WILL YOU USE)

(1) LIST THE PROMOTIONAL ACTIVITIES (<u>AT LEAST FOUR</u>) AND OUTLINE THE SPECIFIC CONTENT TO BE USED.

(2) ASSIGN THE ACTIVITIES TO THE MONTHS OF THE YEAR, TAKING ADVANTAGE WHEREVER POSSIBLE OF PREDICTABLE EVENTS (E.G. THE GRADUATION OF ANOTHER CLASS, CAREER DAYS, HIGH JOB PLACEMENT RATE, ETC.). USE THE LEAST BUSY MONTHS FOR CREATING PROMOTIONAL MATERIALS THAT WILL BE USED IN LATER MONTHS (E.G., PAMPHLETS).

(3) GET INPUT FROM OTHER TEACHERS IN YOUR DEPARTMENT OR SYSTEM.

(4) COORDINATE THE PROMOTIONS. (FOR EXAMPLE, IF YOU USE A MASS MAILING TO EMPLOYERS ON A SEMINAR, ADD A NEWS ITEM WHICH ANNOUNCES THE MASS MAILING AND/OR THE SEMINAR).

(5) FILL IN THE SCHEDULE ON THE FOLLOWING PAGES.

(6) REVIEW THE CONTENTS OF THIS MODULE TO SEE IF THE SCHEDULED ACTIVITIES COVER ALL THE PRINCIPLES PRESENTED.

(7) CONSULT GRAPHICS DESIGN, COMMERCIAL ART, PRINTING, JOURNALISM AND MEDIA SPECIALISTS FOR THEIR INPUT AND TECHNICAL ASSISTANCE.

(8) REVIEW THE PLAN WITH THE APPROPRIATE ADMINISTRATORS FOR APPROVAL.

(9) IMPLEMENT IT.

YOUR P.R. CAMPAIGN CALENDAR

GOAL: EXPANDING THE IMAGE OF THE FOOD SERVICE, CHILD CARE, CLOTHING MANAGEMENT, HOUSING HOME FURNISHINGS, OR INSTITUTIONAL HOME MANAGEMENT PROGRAM

AUDIENCE: ☐ COUNSELORS

☐ EMPLOYERS

☐ PARENTS

MONTH	TARGET AUDIENCE(S)	PROMOTIONAL ACTIVITY	CONTENTS
AUGUST			
SEPTEMBER	PARENTS	LETTER (MAIL)	1. LETTER TO PARENTS WHO HAVE A SON OR DAUGHTER ENROLLED IN A VOCATIONAL PROGRAM COURSE HIGHLIGHTING SKILLS AND ACTIVITIES TO BE LEARNED BY STUDENTS THIS YEAR AND/OR
	COUNSELORS	WORKSHOP	2. PERSONAL INVITATION FROM STUDENTS TO COUNSELORS INVITING THEM TO ATTEND SKILL WORKSHOPS ON "COUNSELOR APPRECIATION DAY" SCHEDULED IN NOVEMBER.

(35)

MONTH	TARGET AUDIENCE(S)	PROMOTIONAL ACTIVITY	CONTENTS
OCTOBER			
NOVEMBER			

(36)

MONTH	TARGET AUDIENCE(S)	PROMOTIONAL ACTIVITY	CONTENT
DECEMBER			
JANUARY			

(37)

MONTH	TARGET AUDIENCE(S)	PROMOTIONAL ACTIVITY	CONTENTS
FEBRUARY			
MARCH			

MONTH	TARGET AUDIENCE(S)	PROMOTIONAL ACTIVITY	CONTENTS
APRIL			
MAY			

(39)

MONTH	TARGET AUDIENCE(S)	PROMOTIONAL ACTIVITY	CONTENTS
JUNE			
JULY			

(40)

EVALUATING YOUR SUCCESS

You can use the checklists on the following pages to monitor your promotional activities. These will help you include the appropriate content and implement the activity according to the guidelines you have learned.

The content and promotional activities checklists can be used for each promotional piece. Over the long run (at the end of February and June), the "How Successful Were You" chart should show that you have achieved your goal.

THE CRITERIA FOR SUCCESS IS:

Feb 28, 1983 - (1) Have completed two promotional activities.
(2) Have more "yes" than "no" columns checked for content and media.

June 3, 1983 - (1) Have completed at least four promotional activities.
(2) Have more "yes" than "no" columns checked for media and content.

HOW EFFECTIVE IS YOUR CONTENT?

AUDIENCE:

PROMOTIONAL ACTIVITY (MEDIUM):

	YES	NO
1. IS THE PERISHABILITY OF THE CONTENT APPROPRIATE TO THE MEDIUM?		
2. DOES THE MATERIAL INCLUDE THE APPROPRIATE CODE WORDS, AND AVOID INAPPROPRIATE ONES?		
3. IS WHAT IS IMPORTANT TO THE AUDIENCE, FROM THE AUDIENCE'S POINT OF VIEW, PUT 1ST?		
4. DOES IT APPEAL TO THE AUDIENCE'S NEEDS AND INTERESTS?		
5. DOES IT STIMULATE AUDIENCE AWARENESS OF ITS NEEDS OR INTERESTS?		
6. DOES IT PROVIDE INFORMATION RELEVANT TO THE OBJECTIVE?		
7. DOES IT GIVE INFORMATION ON ADVANTAGES AND BENEFITS TO THE AUDIENCE?		
8. DOES IT HELP THE AUDIENCE FORM A POSITIVE ATTITUDE?		
9. DOES IT USE CASE EXAMPLES OR ILLUSTRATIONS APPROPRIATE TO THE AUDIENCE?		
10. DOES IT PRESENT FACTS AND DATA?		
11. ARE THERE ILLUSTRATIVE EXAMPLES?		
12. DOES IT MAKE THE MESSAGE VISIBLE AND CONCRETE?		

HOW EFFECTIVE ARE YOUR PROMOTIONAL ACTIVITIES?

P.R. OBJECTIVE:

AUDIENCE:

WRITTEN MEDIA	YES	NO
1. REPORTS AN EVENT, IDEA, OR CONTENT?		
2. ANSWERS THE BASIC QUESTIONS WHO, WHAT, WHY, WHEN, WHERE, HOW?		
3. FACTS ARE GIVEN IN THE FIRST PARAGRAPH?		
4. SIMPLE ACCURATE WORDS AND SENTENCES ARE USED?		
5. MATERIAL PRESENTED IS ORGANIZED AND SEQUENCED?		
6. SPELLING IS ACCURATE?		
7. FREE FROM UNNECESSARY REPETITIONS AND IRRELEVANT WORDS AND PHRASES?		
8. SHOWS COURTESY AND FRIENDLINESS?		
9. WHERE APPROPRIATE: USES PHOTOGRAPHS?		
HAS A MASTHEAD?		
USES INDENTATIONS?		
USES BOLD-FACED TYPE?		
USES SPACING TECHNIQUES?		
USES COLOR?		
10. TYPED COPY, FREE FROM ERRORS?		
11. WAS IT IMPLEMENTED?		

HOW EFFECTIVE ARE YOUR PROMOTIONAL ACTIVITIES?

P.R. OBJECTIVE:

AUDIENCE:

COMBINATION WRITTEN/VISUAL MEDIA	YES	NO
(1) INFORMATION IS BRIEF AND TO THE POINT?		
(2) TITLE CLEARLY IDENTIFIES PURPOSE?		
(3) INFORMATION IS FACTUAL AND HONEST?		
(4) WORDS AND SENTENCES ARE KEPT SIMPLE?		
(5) USES PHOTOGRAPHS OR GRAPHICS?		
(6) USES INDENTATIONS, BOLD-FACED TYPE AND SPACING TECHNIQUES?		
(7) USES COLOR?		
(8) WAS IT IMPLEMENTED?		
VISUAL MEDIA		
(1) MESSAGE IS BRIEF AND SIMPLE?		
(2) MESSAGE IS ARRESTING AND FORCEFUL?		
(3) DOMINANT IDEA STANDS OUT CLEARLY?		
(4) LARGE TYPE OR PROFESSIONAL LETTERING USED?		
(5) PHOTOGRAPHS OR GRAPHICS ARE USED?		
(6) USES BOLD COLORS?		
(7) IS CHANGED FREQUENTLY, NOT ALLOWED TO BECOME STALE?		
(8) WAS IT IMPLEMENTED?		

HOW SUCCESSFUL WERE YOU?

OBJECTIVE: _____

MONTH	AUDIENCE	PROMOTIONAL ACTIVITY 1 News Release 2 Newsletter 3 Letter 4 Brochure 5 Flyer 6 Pamphlet 7 Exhibit 8. Bull. Board 9. Poster	ACHIEVEMENT OF REVIEW					
			Achievement of the Guidelines				Implementation	
			Content		Medium			
			Yes	No	Yes	No	Yes	No
Dec.								
Jan.								
Feb.								
Mar.								
Apr.								

(45)

MAY								
JUNE								

DATE:

NUMBER OF PROMOTIONAL ACTIVITIES IMPLEMENTED _____

NUMBER OF "YES" COLUMNS CHECKED _____

NUMBER OF "NO" COLUMNS CHECKED _____

HAVE FOUR ACTIVITIES BEEN COMPLETED BY JUNE 3, 1983? YES _____ NO _____

ARE THERE MORE YES COLUMNS CHECKED?

YES _____ NO _____

IF YOU HAVE CHECKED YES TO BOTH OF THE ABOVE QUESTIONS:

YOU HAVE SUCCEEDED!!!

CONGRATULATIONS!

(46)

APPENDIX E

Materials from "Utilizing Student Follow-Up Data to Enhance Your Vocational Program"

Use of Follow-Up Methodology and Data

WHY EDUCATIONAL FOLLOW-UP?

One of the basic purposes of Vocational Education is to provide programs which impart to the student work-related skills and attitudes for entry-level jobs.

Follow-up of graduates will provide the following information for vocational educators to assess the impact and effectiveness of program offerings:

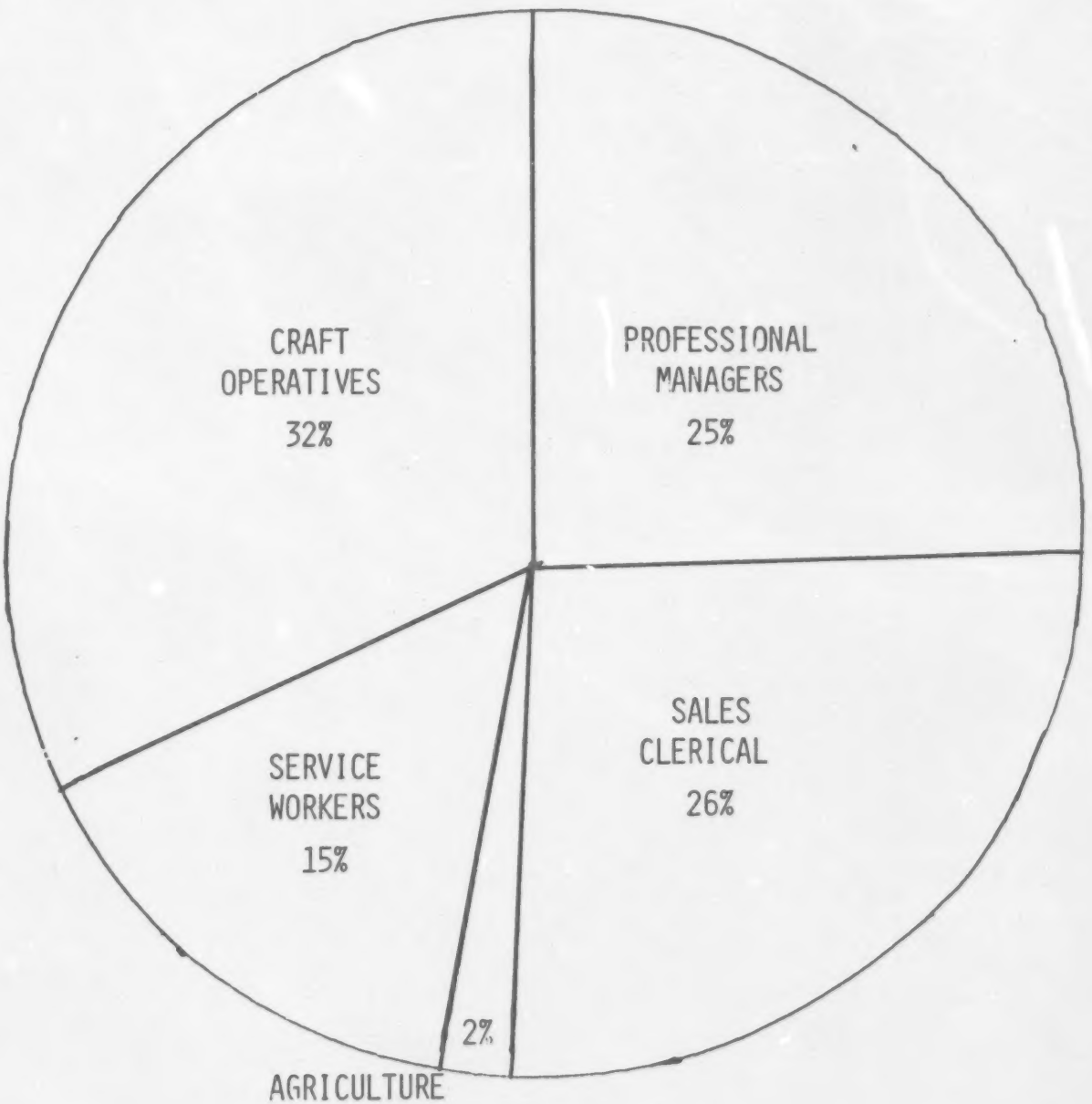
- accurate information of what happens to graduates after they leave the institution.
- graduates input for program improvement and change.
- graduates perception of strengths and weaknesses of the program and institution.
- a data base for program planning, expansion, reduction or modification.
- a data base for developing a public relations program.
- a data base for program and delivery system evaluation.
- employer input in regard to graduates success in preparing them for entry-level skills.
- insight into the adequacy of guidance, counseling, and ancillary services provided to graduates.
- information on career patterns, mobility patterns, employment, job satisfaction, etc.

METHODS USED FOR DATA COLLECTION

Data gathering is usually accomplished by one or a combination of the following four methods:

1. questionnaire by mail
2. telephone interview
3. personal interview
4. examination of records

EMPLOYMENT IN THE LABOR MARKET



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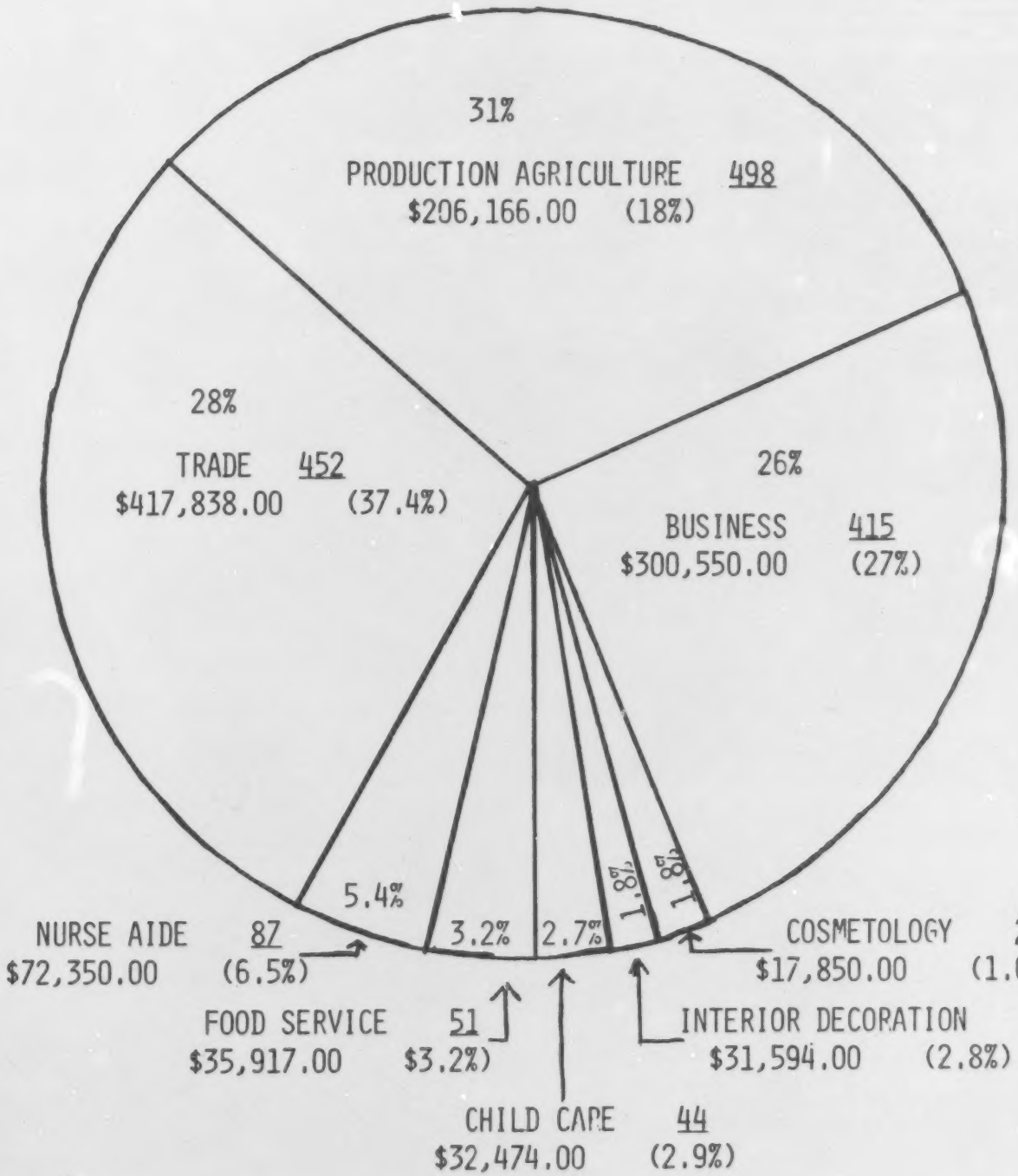
BUREAU OF LABOR STATISTICS
1980-1990

COMPOSITION OF THE ISABELLA-GRATIOT COUNTIES LABOR FORCE IN RANK ORDER COMPARED TO THE STATE OF MICHIGAN LABOR FORCE RANK ORDER BY OCCUPATION

OCCUPATION	ISABELLA-GRATIOT RANK ORDER	STATE OF MICHIGAN RANK ORDER
SERVICE WORKER	1	5
CLERICAL	2	2
OPERATIVES (EXCEPT TRANSPORT)	3	1
PROFESSIONAL-TECHNICAL	4	4
CRAFTSMAN	5	3
MANAGER AND ADMINISTRATORS	6	6
SALES WORKERS	7	7
FARM WORKERS	8	10
TRANSPORT EQUIPMENT OPERATORS	9	9
LABORERS	10	8

I.S.D. ENROLLMENT-BUDGET COMPARISONS

GRATIOT - ISABELLA



ENROLLMENT 81-82
BUDGET 80-81

THE SHIFTING JOB MARKET

JOBS IN THE SMOKESTACK INDUSTRIES WILL CONTINUE TO DECLINE, BUT THERE WILL BE NEW OPPORTUNITIES IN SERVICE AND HIGH-TECH SECTORS.

SOME JOBS ARE GOING . . . .

OCCUPATION	% DECLINE IN EMPLOYMT.
SHOEMAKING-MACHINE OPERATORS	-19.2
FARM LABORERS	19.0
RAILROAD-CAR REPAIRERS	17.9
FARM MANAGERS	17.7
GRADUATE ASSISTANTS	16.7
HOUSEKEEPERS, PRIVATE HOUSEHOLD	14.9
CHILD-CARE WORKERS, PRIVATE HOUSEHOLD	14.8
MAIDS AND SERVANTS, PRIVATE HOUSEHOLD	14.7
FARM SUPERVISORS	14.3
FARMERS, OWNERS AND TENANTS	13.7
TIMBER-CUTTING AND LOGGING WORKERS	13.6
SECONDARY-SCHOOL TEACHERS	13.1

OTHERS ARE GROWING . . . .

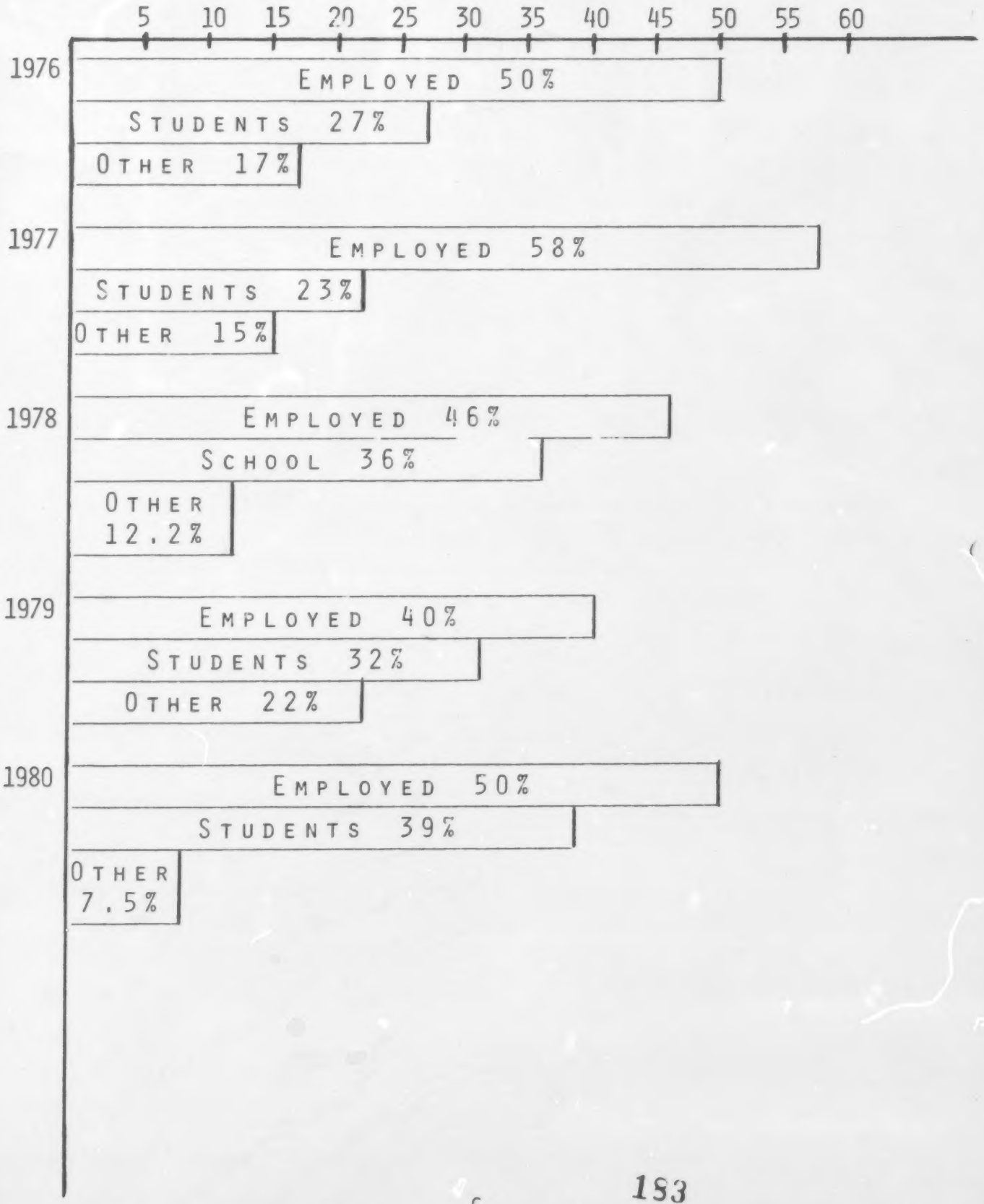
OCCUPATION	% GROWTH IN EMPLOYMT.
DATA-PROCESSING-MACHINE MECHANICS	+157.1
PARALEGAL PERSONNEL	143.0
COMPUTER-SYSTEMS ANALYSTS	112.4
COMPUTER OPERATORS	91.7
OFFICE-MACHINE SERVICERS	86.7
TAX PREPARERS	77.9
COMPUTER PROGRAMMERS	77.2
AERO-ASTRONAUTIC ENGINEERS	74.8
EMPLOYMENT INTERVIEWERS	72.0
FAST-FOOD RESTAURANT WORKERS	69.4
CHILD-CARE ATTENDANTS	66.5
VETERINARIANS	66.1

BUT THE FUTURE IS HERE.

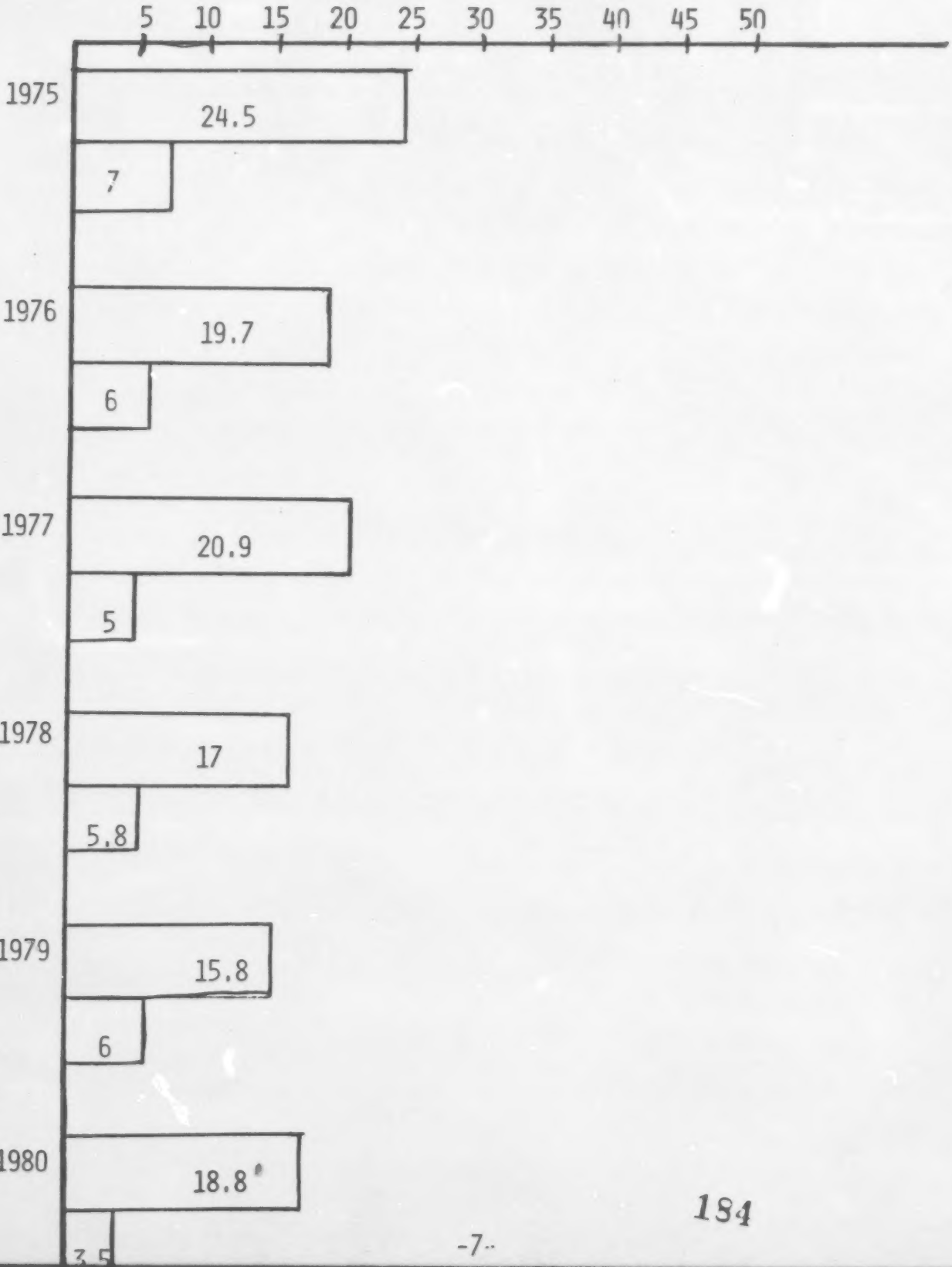
OCCUPATION	EST. EMP BY 1990
INDUSTRIAL-ROBOT PRODUCTION	800,000
GERIATRIC SOCIAL WORK	700,000
ENERGY TECHNICIANS	650,000
INDUSTRIAL-LASER PROCESSING	600,000
HOUSING REHABILITATION	500,000
HANDLING NEW SYNTHETIC MATERIALS	400,000
ON-LINE EMERGENCY MEDICAL	400,000
HAZARDOUS-WASTE MANAGEMENT	300,000
GENETIC ENGINEERING	250,000
BIONIC MEDICAL ELECTRONICS	200,000
LASER, HOLOGRAPHIC AND OPTICALFIBER MAINTENANCE	200,000

EMPLOYMENT - CONTINUED EDUCATION - OTHER

1976 - 1980



UNEMPLOYMENT RATE FOR MICHIGAN 16 TO 19 YEAR OLD YOUTH
MT. PLEASANT GRADUATES - 1975 TO 1980



SENIORS AT MT. PLEASANT

173 RESPONDENTS

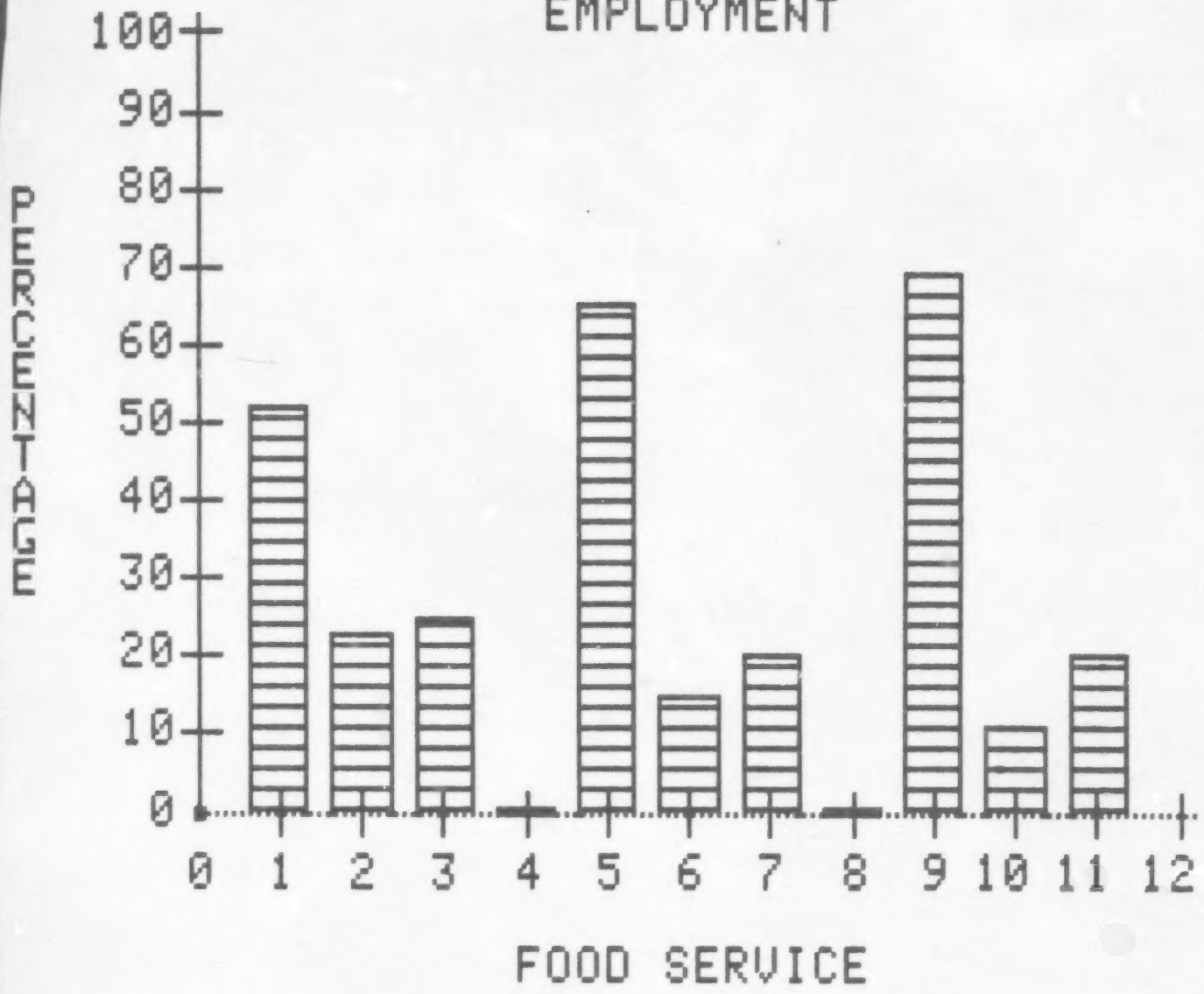
1981 - 1982

I AM NOW:

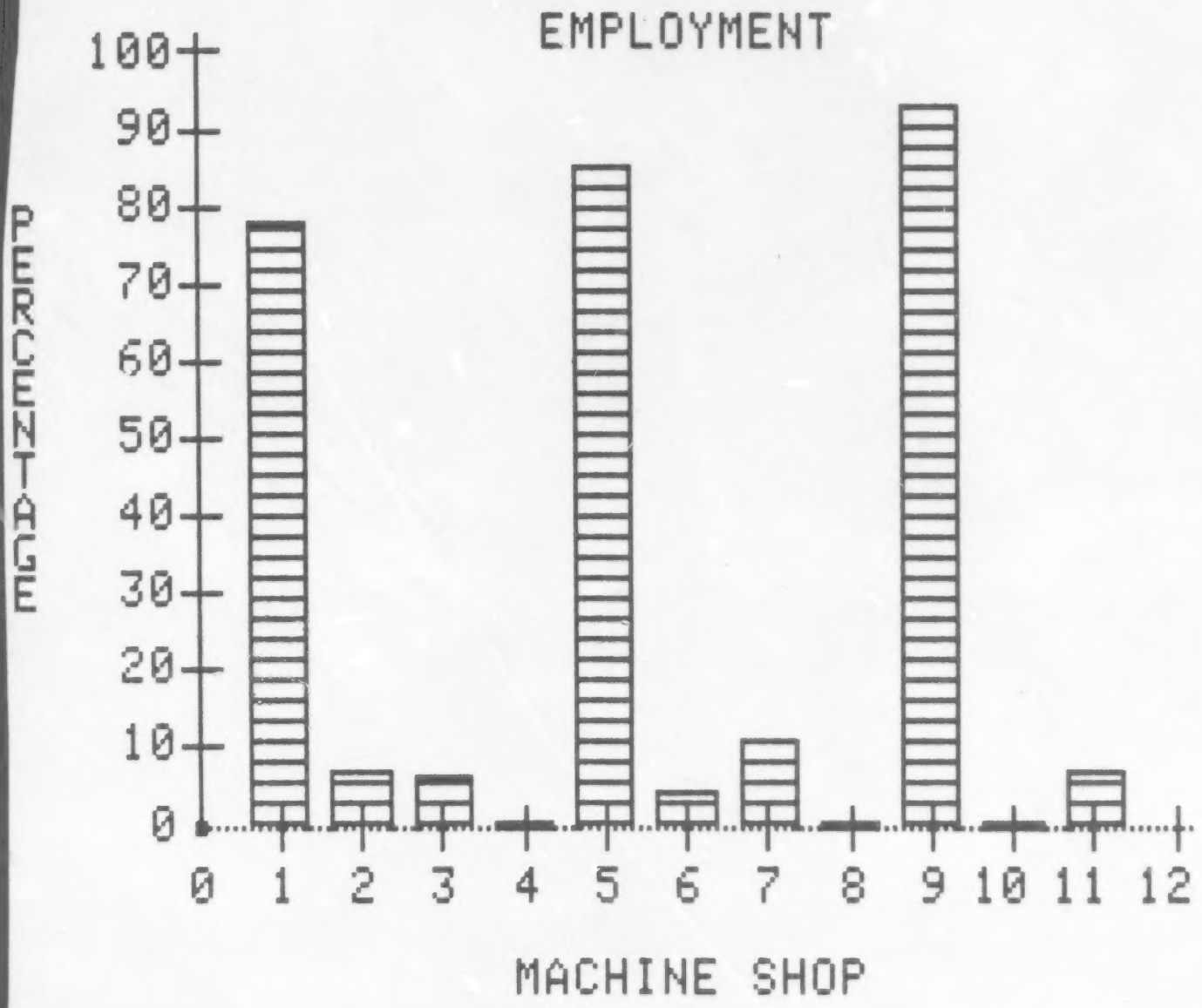
	NO.	PERCENT	
WORKING PART-TIME	111	68	73%
WORKING FULL TIME	9	5	
ON CO-OP	62	36%	

AFTER GRADUATION I PLAN TO:

	NO.	PERCENT	
WORK FULL TIME	94	54	84%
WORK PART-TIME	52	30	
GO TO COLLEGE	68	39	54%
GO TO TRADE SCHOOL	26	15	



A One-, Three-, and Five-Year Comparison of the Vocational Education Graduates That Were Employed Full Time, Part-Time and Not Available for Employment.



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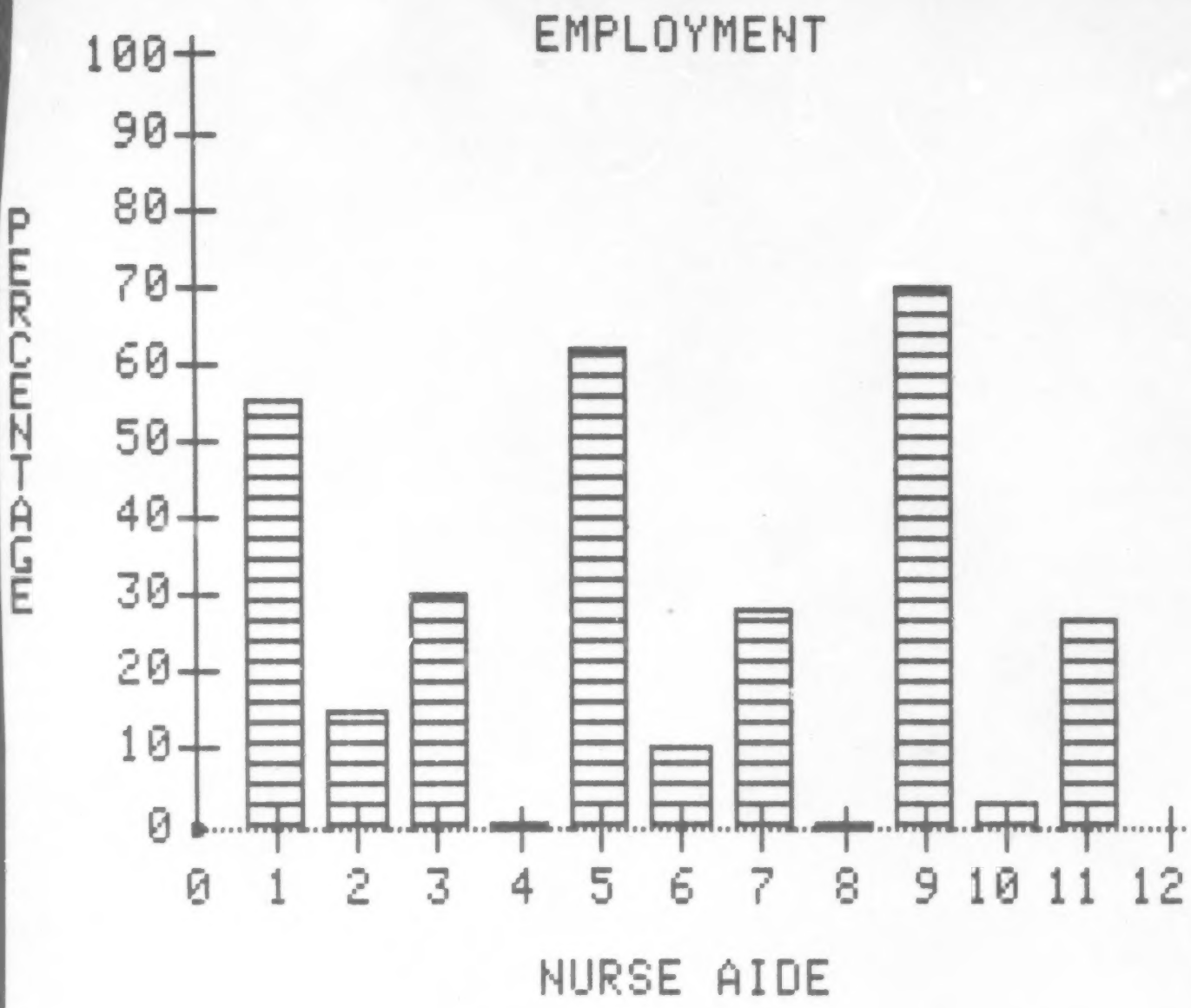
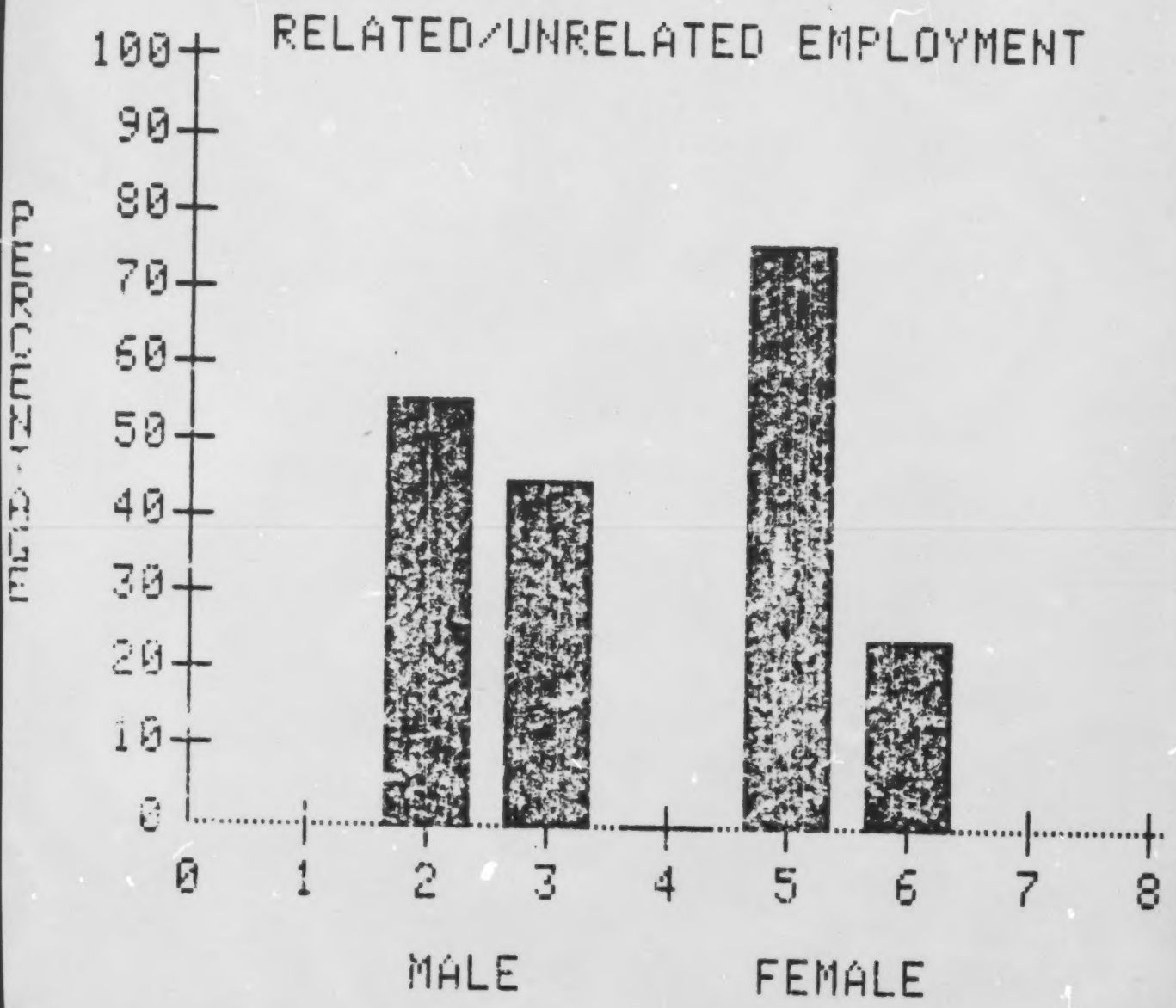


A One-, Three-, and Five-Year Comparison of the Vocational Education Graduates That Were Employed Full Time, Part-Time and Not Available for Employment.

--A Programatic Longitudinal Comparison of Vocational Education Graduates That Were Employed in an Occupation Related to Their Training at the Mount Pleasant Area Center.

Program	Related		Nonrelated		Total No.	Response Rate Percent
	No.	%	No.	%		
Nurses Aide	120	78	33	22	153	83
Clerical	130	78	37	22	167	85
Distributive Education	55	75	18	25	73	87
Machine Shop	50	74	18	26	68	86
Building Trades	47	70	20	30	67	79
Auto Mechanics	85	66	43	34	128	89
Child Care	34	62	21	38	55	70
Food Service	56	57	42	43	98	85
Electronics	31	51	30	49	61	77
Printing	31	46	37	54	68	83
Drafting	23	42	32	64	55	82
Forestry	22	31	48	69	70	79
TOTAL	684	64	379	36	1063	


RELATED/UNRELATED EMPLOYMENT
PERCENT RESPONDING
100
90
80
70
60
50
40
30
20
10
0
0
1
2
3
4
5
6
7
8
MALE
FEMALE

	RELATED EMPLOYMENT		NON-RELATED EMPLOYMENT		TOTAL
	NO.	%	NO.	%	NO.
MALE	325	55	264	45	589
FEMALE	358	76	115	24	473
TOTAL	783	64	379	36	1,062

--A One-, Three-, and Five-Year Comparison of Geographic Location of Vocational Education Graduates from the Mount Pleasant Area Center

Program	First Year							Third Year							Fifth Year						
	Isabella Gratiot		Region		State		Total	Isabella Gratiot		Region		State		Total	Isabella Gratiot		Region		State		Total
	N	%	N	%	N	%	N	N	%	N	%	N	%	N	N	%	N	%	N	%	N
Forestry	53	73	2	2.7	19	25.3	74	39	64	2	3	20	33	61	21	68	1	3	9	29	31
Distributive Education	58	79	8	11	7	10	73	45	82	3	5	7	13	55	22	71	1	3	8	26	31
Nurse Aide	124	80	4	3	27	17	155	97	80	4	3	20	17	121	41	79	3	6	8	15	52
Child Care	48	81	3	5	8	14	59	26	76	2	6	6	18	34	39	64	2	3	20	33	61
Food Service	73	75	4	4	22	21	104	65	73	4	4	20	23	89	51	73	2	5	10	22	45
Clerical	130	89	9	6	7	5	146	106	80	6	4	21	16	133	60	77	4	8	12	15	78
Auto Mechanics	103	78	8	6	21	16	132	65	71	4	4	23	25	92	29	67	4	9	10	24	43
Building Trades	59	79	0	0	16	21	75	36	67	4	7	14	26	54	18	40	18	40	9	20	45
Drafting	38	60	5	8	20	32	63	29	62	1	2	17	36	47	15	80	0	0	4	20	19
Electronics	34	53	5	8	25	39	64	33	56	2	3	24	41	59	17	68	1	4	7	28	25
Printing	55	72	5	7	16	21	76	48	81	3	5	8	14	59	24	80	0	0	6	20	30
Machine Shop	38	64	5	8	16	27	59	48	74	1	2	16	25	65	30	88	1	3	3	9	34
TOTAL	818	76	59	5	204	19	1080	637	73	36	4	196	23	869	326	70	54	12	88	18	468

--Unduplicated Count of Mount Pleasant Area Center Vocational Education Graduates that Continued in Higher Education

Total Graduates	Graduates in School Full Time		Graduates in School Part Time	
No.	No.	%	No.	%
1285	344	27	20	2

SURVEY SUMMARY SHEET

	5 Year			1 Year		
	1973	1974	1975	1978	1979	*1980
Number of Graduates	234	273	275	280	337	282
Number of Contacts	168	193	171	267	259	228
Percent of Contacts	71.7%	71.0%	62.6%	95.0%	77.0%	80.0%
Higher Education	17.2%	20.2%	23.9%	40.0%	47.0%	39.4%
Working	74.0%	79.2%	77.7%	50.2%	48.0%	38.3%
Looking for Work	7.1%	6.7%	15.7%	11.2%	28.0%	21.2%
Military	3.5%	6.7%	7.0%	1.8%	5.0%	4.9%
Homemakers (non-wage earning)	26.7%	20.2%	10.5%	7.1%	4.0%	6.3%
Student after 5 years	11.3%	9.8%	7.6%			
Student Preparation E,G,F	86.0%	90.6%	83.6%	90.0%	91.5%	
School Placement Help in Finding Job	13.0%	24.3%	28.5%	28.0%	21.0%	
Continuing Education Placement	28.0%	37.6%	53.5%	41.0%	70.4%	
Very Satisfied with Job	61.0%	66.6%	58.9%	44.5%	43.0% related 12.0% unrelated	
Average Wage (Hr.)	$5.66	$7.86	$7.19	$4.00	$4.77 related $3.82 unrelated	
Vocational Related Placements		18.1%	32.2%	46.0%	46.0%	46.4%
Migration Out of Area	27.0%	36.1%	35.5%			

* Instrument used did not ask for: Student preparation, school placement help or continuing education help on the 1980 survey.

Source: Gordon Smith, Alma Public Schools One and Five Year Follow-up (Alma, Michigan, 1980)

MICHIGAN DEPARTMENT OF EDUCATION
VOCATIONAL-TECHNICAL EDUCATION SERVICE

STATE VOCATIONAL EDUCATION CONTINUING EDUCATION, JOB SATISFACTION, AND HOURLY WAGE SUMMARY

PROGRAM NUMBER AND NAME	SURVEYS RETURNED	CONT ED TOTAL	CONTINUING RELATED EDUCATION TOTAL RELATED	1-2 YR COLLEGE	2-4 YR COLLEGE	TRADE SCHOOL	APPRENT PROGRAM	OTHER	JOB SATISFACT. RELATED	JOB SATISFACT. UN-RELATED	HOURLY WAGES RELATED	HOURLY WAGES UN-RELATED
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
09.0201	741	229	133	43	74	5	2	9	126	150	3.35	3.62
CHILD CARE + GUIDANCE SERVIC		30.9%	58.1%	32.3%	55.6%	3.8%	1.5%	6.8%	33.2%	39.6%	128	186
09.0202	107	42	24	4	12	4	1	3	18	18	3.73	3.62
CLOTH MGT PROD SERVICE		39.3%	57.1%	16.7%	50.0%	16.7%	4.2%	12.5%	40.0%	40.0%	13	21
09.0203	1,295	407	194	81	81	15	3	14	351	189	3.84	4.00
FOOD MGT PRODUCTION +SERVICE		31.4%	47.7%	41.8%	41.8%	7.7%	1.5%	7.2%	47.9%	25.8%	336	207
09.0204	16	8	3	0	3	0	0	0	1	6	3.75	3.41
HOME FURN EQUIP + SERVICES-		50.0%	37.5%	.0%	100.0%	.0%	.0%	.0%	10.0%	60.0%	1	7
09.0205	43	10	5	0	2	0	1	2	16	2	3.42	3.78
INSTIT HOME MGT + SERVICES		23.3%	50.0%	.0%	40.0%	.0%	20.0%	40.0%	72.7%	9.1%	14	2
14.0102	520	319	237	63	151	18	0	5	117	90	3.83	3.90
BOOKKEEPERS		61.3%	74.3%	26.6%	63.7%	7.6%	.0%	2.1%	39.8%	30.6%	101	122
14.0104	13	4	3	0	3	0	0	0	2	4	3.55	3.75
MACHINE OPERATORS		30.8%	75.0%	.0%	100.0%	.0%	.0%	.0%	28.6%	57.1%	1	3
14.0105	67	14	7	0	3	4	0	0	26	12	4.12	3.44
TELLERS		20.9%	50.0%	.0%	42.9%	57.1%	.0%	.0%	57.8%	26.7%	19	11
14.0200	108	54	37	9	19	1	0	8	29	17	4.05	3.75
BUSINESS DATA PROCESSING		50.0%	68.5%	24.3%	51.4%	2.7%	.0%	21.6%	44.6%	26.2%	22	26
14.0201	724	437	281	79	171	16	0	15	154	115	4.12	3.91
COMPUTER OPERATIONS		60.4%	64.3%	28.1%	60.9%	5.7%	.0%	5.3%	39.3%	29.3%	145	169
14.0202	24	10	3	2	0	1	0	0	4	3	4.97	3.62
DATA ENTRY/PREPARATION		41.7%	30.0%	66.7%	.0%	33.3%	.0%	.0%	26.7%	33.3%	4	11
14.0203	201	161	123	27	84	8	0	4	34	34	5.27	4.29
PROGRAMMERS		80.1%	76.4%	22.0%	68.3%	6.5%	.0%	3.3%	32.1%	32.1%	34	91
14.0303	166	67	46	19	12	13	0	2	62	30	4.32	3.86
GENERAL OFFICE CLERKS		40.4%	68.7%	41.3%	26.1%	28.3%	.0%	4.3%	34.4%	26.3%	58	39

TYPES OF QUESTIONS USED IN EDUCATIONAL FOLLOW-UP STUDY

A. General Information

1. What are you doing?

	(YES)	(NO)
a. Working for pay full time	____	____
b. Working for pay part-time	____	____
c. Taking academic courses in a four-year college	____	____
d. Taking vocational courses in school or college	____	____

2. Geographic Location

Which of the following best describes the location where you live? (Circle One)

a. Gratiot County — a
b. Intermediate District — b
c. Surrounding Counties (Region) — c
d. Out of State — d

(OPTIONAL QUESTION)

How far is the place you live now from where you lived while attending high school? (Circle One)

a. Same place I lived as a senior in high school — a
b. 50 miles — b
c. 50 to 100 miles — c
d. 100 to 200 miles — d

3. Marital Status (Check One)

a. Married ____
b. Single ____

4. Income

a. What is the best estimate of your income before taxes this year? $ _____

b. Do you get paid: (Check One)

1. on an hourly basis ____
2. an annual salary ____

B. Education and Training

1. Since leaving high school have you participated in additional training? (YES) ____ (NO) ____

(OPTION)

If no, skip to question _____

If yes, what kind of training?_____

(Researcher can either include a list to choose from or have the graduate fill in the blank.)

2. Have you completed the training? (YES) ____ (NO) ____

3. How long will the training last? _____

4. Have you used the training on the job? (YES) ____ (NO) ____

5. If you haven't continued your training since high school, please state your reason for not continuing:_____

_____

(OPTION: A list of reasons for not continuing.)

6. About how much money did your training or schooling cost during the first year? $_____

C. Work Experience

1. Did you hold a job of any kind this past year? (YES) ____ (NO) ____

2. What was your reason for not working?_____

(OPTION: Completion or list of reasons)

3. Were you looking for work? (YES) ____ (NO) ____

4. For whom did you work? (Name of Company)

_____

5. What kind of business was/is this?

_____

6. What type of work did you do?

_____

7. Are you currently working? (YES) ____ (NO) ____

8. How many hours per week did you work? _____

D. Military Service

	(YES)	(NO)
1. Since leaving high school have you served in the Armed Forces?	____	____
2. Which branch of the service did you enter?	_____	
	(YES)	(NO)
3. Have you received four or more weeks of specialized training?	____	____

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FOLLOW-UP SURVEY OF GRADUATES

By answering the following questions you can help us to plan better educational programs for present high school students. The information you return will be used for educational purposes only. Thank you for your cooperation and assistance in completing this survey. Your name will not be released or otherwise connected with the information you provide.

PLEASE ANSWER THE ITEMS IN THIS SURVEY BY PLACING AN "X" IN THE BOX NEXT TO THE RESPONSE OF YOUR CHOICE.

No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(First Name First Please) NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

PRESENT MARITAL STATUS (Check One) 1 ☐ Single 2 ☐ Married 3 ☐ Divorced 4 ☐ Separated

IF MARRIED, PLEASE GIVE MAIDEN NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

AND WIFE OR HUSBAND'S NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(Number and Name)

STREET ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

City ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ State ☐☐ Zip Code ☐☐☐☐☐

Area Code

PHONE NUMBER ☐☐☐ ☐☐☐ ☐☐☐☐ Graduate of (Check One) 14

☐ Alma ☐ Ashley ☐ Beal City ☐ Breckenridge ☐ Fulton

☐ Ithaca ☐ Mt. Pleasant ☐ Sacred Heart ☐ St. Louis ☐ Shepherd

Check the word that best describes the training you received at the Area Center.
17 1 ☐ Very Good 2 Good 3 Average 4 ☐ Poor

The classes you took at the Area Center were your (Check One)
21 1 ☐ 1st Choice 2 2nd Choice 3 3rd Choice

The occupational counseling you received at the Area Center was (Check One)
22 1 ☐ Very Helpful 2 Helpful 3 No Help 4 Received None

The instruction you received at the Area Center (Check One)
23 1 ☐ Needed more lab 2 ☐ Needed more theory 3 Both were adequate
4 ☐ Needed more lab and theory

How much contact have you had with the Center since graduation? (Check One)
24 1 Some 2 None

Which of the following statements describes your present status?
25 I am now employed 2 Full time (30 hrs. + wk.) 3 Part Time (Less than 30 hrs)
4 I am not now employed 6 Graduate has deceased

Office Use Only	S U
	1

29 1 I am a homemaker

33 1 I am looking for a job
2 I am not looking for a job

Source: M. Oberlander, Mt. Pleasant Schools Longitudinal Follow-up Studies. (Mt. Pleasant, Michigan: Mt. Pleasant Public Schools, 1979).

34 I am/will be/have been in the Military Service (by January 1978 Which branch?)
1 ☐ Army 2 ☐ Navy 3 ☐ Air Force 4 ☐ National Guard
5 ☐ Coast Guard 6 ☐ Marines 7 ☐ Reserves 8 ☐ Veteran

35 1 ☐ I am a full time student (12 hrs or more)
2 ☐ I am a part time student (Less than 12 hrs)

PART 2 - EMPLOYED
DIRECTIONS

IF YOU ARE EMPLOYED FULL OR PART TIME NOW, OR IF YOU ARE IN THE MILITARY, PLEASE COMPLETE THIS PART OF THE SURVEY. OTHERWISE GO DIRECTLY TO PART 3, UNEMPLOYED - SEEKING WORK.

Name of Employer ☐☐☐☐☐☐☐☐☐☐ (36 37 38 39 40 41 42 43 44 45) ☐☐☐☐☐ Office use only

_____ City _____ State _____ Zip Code

County (Check One) 46 1 ☐ Isabella 2. ☐ Gratiot 3. ☐ Clare 4. ☐ Mecosta
5 ☐ Midland 6. ☐ Saginaw 7. ☐ Other in State 8. ☐ Other out State

Job Title _____

In relation to the classes I took at the Area Center, my job is: (Check One)
50 1 ☐ Directly Related 2 ☐ Somewhat Related 3. ☐ Not Related

In addition to training you, what did your Area Center do to HELP you FIND a job? (Check ALL that apply)
54 1 ☐ Told me about job openings
55 1 ☐ Sent me for an interview
56 1 ☐ Taught me to fill out a job application
57 1 ☐ Gave information about me to my employer
58 1 ☐ Other (Please Specify) _____
59 1 ☐ None of the above

Who helped you to find a job? (Check ALL that apply)
60 1 ☐ Area Center Counselor
61 1 ☐ Teacher or co-op coordinator
62 1 ☐ Parent, other relative or friend
63 1 ☐ Area Center Placement Office
64 1 ☐ Public employment agency
65 1 ☐ Private employment agency
66 1 ☐ College placement office
67 1 ☐ Other (Please Specify) _____
68 1 ☐ No one but myself

On your present job, how well did your Area Center program train you to work with your supervisor?
69 1 ☐ Very Good 2 ☐ Good 3 ☐ Average 4 ☐ Poor

How long have you been working for your present employer since graduation?
70 ☐ 6 mo 1 ☐ 1 yr 2 ☐ 2 yr 3 ☐ 3 yr 4 ☐ 4 yr
5 ☐ 5 yr 6 ☐ 6 yr 7 ☐ 7 yr

On your present job, how much do you use the vocational training you received at the Area Vocational Education Center?
74 1 ☐ A lot 2 ☐ Some 3 ☐ Hardly any 4 ☐ None

Overall, how satisfied are you with your present job? (Check ONE Only)
78 1 ☐ Very satisfied 2 ☐ Somewhat satisfied 3 ☐ Not very satisfied
4 ☐ Not at all satisfied

On my present job I am paid about _____ (80 81) per hour

PART 3 - UNEMPLOYED - SEEKING WORK DIRECTIONS

IF YOU ARE PRESENTLY UNEMPLOYED AND ARE LOOKING FOR A JOB, COMPLETE THIS PART OF THE SURVEY. OTHERWISE, GO DIRECTLY TO PART 4 - FURTHER EDUCATION.

Who have you asked for help in finding a job? (Check ALL that apply)

- ☐ Area Center Counselor
- ☐ Teacher or co-op coordinator
- ☐ Parent, other relative or friend
- ☐ Area Center Placement Office
- ☐ Public employment agency
- ☐ Private employment agency
- ☐ College placement office
- ☐ Other (Please specify) _____
- ☐ None of the above

PART 4 - FURTHER EDUCATION DIRECTIONS

IF YOU ARE NOW ATTENDING SCHOOL OR ARE ENROLLED IN A TRAINING OR APPRENTICESHIP PROGRAM, PLEASE COMPLETE THIS PART OF THE SURVEY. OTHERWISE, GO DIRECTLY TO PART 5 COMMENTS.

Name of School, Training, or Apprentice program _____

_____ _____ ☐☐☐☐☐

104 I am enrolled in a 1 ☐ 6 mo 5 ☐ One year 2 ☐ Two year
3 ☐ Four year 6 ☐ Five year 7 ☐ Undecided program

105 Have you graduated? 1 ☐ Yes 2 ☐ No

106 Are you still attending? 3 Yes No

My major area of training is _____

107 In relation to the classes I took at the Area Center, my major area of training or study is (Check One)
1 ☐ Directly Related 2 ☐ Somewhat Related 3 ☐ Not Related

107 In your major area of study or training, how much do you use the vocational training you received at the Area Center?
☐ A lot Some ☐ Hardly Any None

Check ALL who assisted you in finding and/or getting your present educational program

- ☐ Area Center Counselor
- ☐ Teacher or co-op coordinator
- ☐ Parent, other relative or friend
- ☐ Area Center Placement Office
- ☐ Training or apprentice program recruiter
- ☐ Other (Please specify) _____
- ☐ No one but myself

GO TO PART 5

PART 5 — COMMENTS

Comments and/or Suggestions

SCHOOL USE ONLY

1
64 [1]
[2]

If an AREA CENTER report student's home district identification — CEPD . CODE — 73

2 O E Code 65 — — . — — — — —

Information obtained by telephone contact [ ] 80

Name of Program

3
71 [1]
[2]

4
72 [1]
[2]

207

YEAR OF FOLLOW-UP 3 ☐ 5 ☐ 7 ☐

FOLLOW-UP SURVEY OF GRADUATES

By answering the following questions you can help us to plan better educational programs for present high school students. The information you return will be used for educational purposes only. Thank you for your cooperation and assistance in completing this survey. Your name will not be released or otherwise connected with the information you provide.

PLEASE ANSWER THE ITEMS IN THIS SURVEY BY PLACING AN "X" IN THE BOX NEXT TO THE RESPONSE OF YOUR CHOICE.

NO. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐
1 2 3 4 5 6 7 8 9 10 11 12 13 14

PART I

DIRECTIONS: EVERYONE SHOULD COMPLETE PART I

First Name ☐☐☐☐☐☐☐ (15 16 17 18 19 20 21)
Middle Initial ☐ (22 23)
Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (24 25 26 27 28 29 30 31 32 33 34 35 36 37)

Present Marital Status: (Check One) 15 ☐ Single (1) ☐ Married (2) ☐ Divorced (3) ☐ Separated (4)

If married, please give maiden name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (38 39 40 41 42 43 44 45 46 47 48 49 50 51)

and wife or husband's name ☐☐☐☐☐☐☐☐☐☐ (52 53 54 55 56 57 58 59 60 61)

Street Number (No Route No.) ☐☐☐☐☐☐ (62)
Street Name (Please write Street Name & Apt. or Lot No.) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

City ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ (84)
State ☐☐
Zip Code ☐☐☐☐☐

Phone Number Area Code ☐☐☐☐☐☐☐☐☐☐ (106)

Graduate of: (Check One) 16

. ☐ Alma
1 ☐ Ashley
2 ☐ Beal City
3 ☐ Breckenridge
4 ☐ Fulton
5 ☐ Ithaca
6 ☐ Mt. Pleasant
7 ☐ Sacred Heart
8 ☐ St. Louis
9 ☐ Shepherd

18–20 Check the word that best describes the training you received at the Area Center:

1 ☐ Very Good 2 ☐ Good 3 ☐ Average 4 ☐ Poor

26–28 Which of the following statements describes your present status? (Check all that apply)

2 ☐ Employed Full Time (30 hrs. +)
3 ☐ Employed Part Time (Less than 30 hrs.)
4 ☐ Not employed
6 ☐ The graduate has deceased

29 1 ☐ I am a homemaker

1 ☐ S.U. (OFFICE USE ONLY)

33 { 1 ☐ I am looking for a job
2 ☐ I am not looking for a job

34 I am/will be/have been in the Military Service (by January 1979). Which branch?

1 ☐ Army 2 ☐ Navy 3 ☐ Air Force 4 ☐ National Guard
5 ☐ Coast Guard 6 ☐ Marines 7 ☐ Reserves 8 ☐ Vetern

35 { 1 ☐ I am a full time student
2 ☐ I am a part time student

Source: M. Oberlander, (Mt. Pleasant Public Schools, 1979).

PART 2–EMPLOYED
DIRECTIONS FOR PART 2

IF YOU ARE EMPLOYED FULL OR PART TIME NOW, OR IF YOU ARE IN THE MILITARY, PLEASE COMPLETE THIS PART OF THE SURVEY. OTHERWISE GO DIRECTLY TO PART 3, FURTHER EDUCATION.

Name of Company: _____

_____

City State Zip Code

47-49 County: (Check One) 1 ☐ Isabella 2 ☐ Gratiot 3 ☐ Clare 4 ☐ Mecosta
5 ☐ Midland 6 ☐ Saginaw 7 ☐ Other in state 8 ☐ Other not state

Job Title: _____

51-53 In relation to the classes I took at the Area Center, my job is: (Check One)
1 ☐ Directly Related 2 ☐ Somewhat Related 3 ☐ Not Related

71-73 How long have you been working for your present employer since graduation?
☐ 6 mo. 1 ☐ 1 yr. 2 ☐ 2 yrs. 3 ☐ 3 yrs. 4 ☐ 4 yrs.
5 ☐ 5 yrs. 6 ☐ 6 yrs. 7 ☐ 7 yrs.

75-77 On your present job, how much do you use the vocational training you received at the Area Vocational Education Center?
1 ☐ A lot 2 ☐ Some 3 ☐ Hardly any 4 ☐ None

79-81 Overall, how satisfied are you with your present job? (Check ONE Only)
1 ☐ Very Satisfied 2 ☐ Somewhat Satisfied 3 ☐ Not Very Satisfied
4 ☐ Not At All Satisfied

86-97 On my present job I am paid about _____ per hour.

PART 3–FURTHER EDUCATION
DIRECTIONS FOR PART 3

IF YOU ARE NOW ATTENDING SCHOOL OR ARE ENROLLED IN A TRAINING OR APPRENTICESHIP PROGRAM, PLEASE COMPLETE THIS PART OF THE SURVEY. OTHERWISE, GO DIRECTLY TO PART 4–COMMENTS.

Name of School, Training, or Apprenticeship program: _____

_____

City State

OFFICE USE ONLY
☐ 98 ☐ 99 ☐ 100 ☐ 101 ☐ 102

104 I am enrolled in a: 1 ☐ 6 mo. 5 ☐ One year 2 ☐ Two year
3 ☐ Four year 6 ☐ Five year 7 ☐ Undecided.....program.

105 Have you graduated? 1 ☐ Yes 2 ☐ No

106 Are you still attending? 1 ☐ Yes 2 ☐ No

My major area of training is: _____

107 In relation to the classes I took at the Area Center, my major area of training or study is: (Check One)
1 ☐ Directly Related 2 ☐ Somewhat Related 3 ☐ Not Related

PART 4–COMMENTS

ANY COMMENTS OR SUGGESTIONS YOU MAY AHVE CAN BE WRITTEN EITHER IN THE SPACE BELOW OR YOU MAY ENCLOSE ANOTHER SHEET. INCLUDE ANY TYPE OF ASSITANCE YOU MIGHT NEED NOW OR THINGS YOU WOULD HAVE LIKED TO HAVE HAD IN YOUR HIGH SCHOOL PROGRAM.

APPENDIX F

Materials from "Evaluating Your Vocational Program: A Positive Approach

Making the Most of Your H.E.R.O. Program:

An Evaluation Guide

Prepared by:

Instructional Development and Evaluation Associates, Inc.
3811 West Twelve Mile Road
Berkley, Michigan 48072

for

The Michigan Department of Education

I. What is Evaluation?

Evaluation is a process by which information is collected that is useful for programmatic decision-making. Evaluation should be an aid used to assist a program to reach its potential. Evaluation should not be an activity which undermines or hinders the natural progression of a program. Evaluation, when properly conducted, can provide answers to a number of important programmatic questions such as:

1. Have program objectives been met?
2. What programmatic changes are necessary to make the program more effective?
3. Are their better ways to implement the program?
4. How are the needs which the program is designed to meet changing over time?
5. What is the reaction to the program?
6. What is the quality of the anticipated program outcomes?
7. What unanticipated outcomes occurred as a result of the program?

There are several important features of good evaluation which are key ingredients to successful evaluation. The first is the evaluation should have a positive overtone. No one likes to be subjected to anything negative. Programs have enough day to day problems which must be dealt with. Evaluation shouldn't be an additional problem.

The second key feature of an evaluation is that evaluation should be as unobtrusive as possible, i.e., whenever possible evaluation activities should not interrupt the normal program flow. Too much evaluation and too little program does not lead to examplary programs.

The third key feature is that evaluation should be based upon a concrete definition of the program to be evaluated. Specific program goals and objectives are necessary if an evaluation is to be "on-target." Too often evaluations miss collecting essential data because the intent of the program was not well defined.

Quality of data collection instruments is the fourth important consideration in an evaluation effort. There are several considerations within the term "quality." From a technical standpoint the reliability and validity of data collection techniques is a crucial consideration. From a practical standpoint the data collection instruments need to be easy to use for both those individuals collecting data as well as those individuals providing the data. It is good practice to have any instrumentation used in the evaluation reviewed by a measurement expert.

Maintaining a proper balance between objective ("hard") and subjective data is the fifth concern in the design of an effective evaluation. Objective or "hard" data refers to quantifiable data which may be used to show project impact. Cognitive skills test data or placement data are two examples of such data. Subjective data are equally important. Examples of subjective data are reactions of various audiences to the program or a judgement of the quality of program products. An evaluation should not rely exclusively on one of these two types of data. A proper balance between these two types of data is important.

The sixth important concern is the maintenance of a reliable record keeping system. Once data have been collected, there needs to be a manageable system for the recording of the data. If data

are not retrieveable and in a useful format when needed, the evaluation effort will suffer.

The seventh, and final concern, is the cyclical nature of the evaluation design. One point which should be emphasized is that it is not necessary to evaluate every aspect of a program every year. A more practical and equally effective strategy in evaluation is to design the evaluation to work on a cyclical basis. This would encompass identifying all key aspects of the program to be evaluated and selecting several of the aspects for the first year evaluation effort, several for the second year evaluation, and so on. In this manner when the evaluation "cycle" is complete; every aspect of the program will have been evaluated.

II. The Evaluation Process

Successful evaluation is always well planned. Several steps are involved in the evaluation process. These are:

1. Develop a comprehensive list of program goals and objectives.
2. Identify program activities,
3. Designate evaluation responsibilities.
4. Develop evaluation design.
5. Establish an evaluation timeline.
6. Construct/Identify all necessary instrumentation and record keeping devices.
7. Implement evaluation.
8. Analyze data and develop draft report/recommendations.
9. Present draft report to project staff for reaction and to identify any necessary modifications,
10. Develop an action plan based on recommendations.

Each of these steps should be as comprehensive as resources allow. Evaluation data, no matter how minimal, may be used in programmatic decision-making. It is important to weigh the value of the evaluation data in light of the effort put forth into the evaluation.

The following pages of this document will provide a generic framework from which your evaluation may begin.

Steps 1 & 2: Develop a Comprehensive List of Program Goals and Objectives and Identify Program Activities

Prior to the evaluation of any program, it is important that the program goals and objectives be clearly stated in written form. The program goals and objectives form the basis upon which evaluation activities are planned. Therefore, the extent to which the program goals and objectives are clearly stated will impact upon the degree to which the evaluation design will adequately meet the information needs of the program. A written set of program goals and objectives may already exist for the program. If so, these goals and objectives should be reveiwed to insure they adequately reflect the program's intent. If a statement of program goals and objectives does not exist, then one should be developed. Program staff and advisory committee members should be involved in this process.

Four types of information are necessary for each program goal and objective. The first is the statement of the program goal. Secondly, the objectives associated with each program goal. Thirdly, a brief description of the activities associated with each objective. The fourth type of information needed is the anticipated outcome of the objective. Figure 1 presents a chart format which may be used to summarize this information. Emphasis should be placed on the importance of identifying this information. As indicated previously, this information will be used to form the basis of the evaluation design. Therefore, if the information is inadequate, so too will be the evaluation design.

Figure 1

Program Component Description

Program Goal	Program Objectives	Activities of Objective	Anticipated Outcome

Step 3: Designate Evaluation Responsibilities

There are two ways to conduct most evaluation activities: with internal staff or by contracting with an external evaluator. The primary reason for use of external evaluators is to provide the evaluation results with objective credibility. There is no reason that the use of internal evaluation staff cannot adequately design and implement a successful evaluation. The key, however, is to designate the evaluation responsibility to an individual(s). Too often, unless specific responsibility is assigned, intended evaluation activities are not implemented.

A viable, and highly suggested, compromise between the complete use of external evaluation consultants or internal staff is to use external evaluation consultants as technical consultants to assist in such areas as evaluation and instrument design, and data analysis. The remainder of the evaluation activities may be conducted by program staff. Such assistance may be available from the local school district or intermediate district.

Step 4: Develop Evaluation Design

Development of an evaluation design is a mechanical process if the goals and objectives of the program are well defined. The major task in the design of the evaluation will be to identify the most appropriate and practical way to measure the success of various program activities. Figure 2, the Evaluation Design Matrix, is the point from which the evaluation design should begin.

Figure 2 consists of six different types of information. The intent of the evaluation design matrix is to provide assistance in organizing an evaluation design. The first column of the matrix lists the program objective under evaluation. The second column lists the anticipated outcomes of the program objective. The next three columns identify: the source of informatiom, i.e., who or what will provide the information; the information to be collected; and the use of the information. The final column identifies the measurement device which will be used to collect the information. It is important that the information collected is useful to the evaluation effort. If the use of the information cannot be justified than it is wasted effort to collect that information. The last column refers to the device which will be used to collect the information. Figure 3 presents a summary of several different types of measurement devices which may be used.

Figure 3 may be used as a starting point for the identification of instrumentation necessary to conduct the evaluation. Many of the measurement devices identified in Figure 3 may be developed by program staff. It is highly recommended, however, that where possible technical assistance be sought from sources

with expertise in the measurement field. This technical assistance will insure that those measurement devices utilized will collect information in a valid and reliable manner. If validity and reliability of the measurement devices are questionable, than the evaluation results must also be questionable.

Figure 2

Evaluation Design Matrix

Program Goal: _____

Program Objective	Anticipated Outcome	Source(s) of Information	Information to be Collected	Use of Information	Measurement Device

Figure 3

Summary of Measurement Devices

Measurement Device	Pros	Cons
Paper and Pencil Tests of Ability A. Achievement Tests B. Aptitude Tests	Can be developed for specific course content Published, standardized tests may be available	Technical expertise necessary to develop valid and reliable measures High scores do not necessarily imply that the tested knowledge can be applied
Paper and Pencil Self-Report Measures A. Rating Scales	Easy to complete Produces objectified data Reduces judgemental data into a manageable form	Responses may be biased because some raters are lenient and others are strict Amount of information obtainable is circumscribed by the rating categories Halo effect
B. Ranking Scales	Easy to complete Produces objectified data	Difficult to rank a long list of items
Observations A. Standard Observations	Can observe events at first hand	Observers can change the environment Inter- and intra- observer reliability can be difficult to obtain

Figure 3 - Continued

Measurement Device	Pros	Cons
B. Time Sampling Observations	Can observe events at first hand More opportunities to observe	Observers can change the environment Inter- and intra- observer reliability can be difficult to obtain
Interviews A. Face-to-Face Interviews	Permits indepth probing Sensitive issues can be discussed	Costly Inter- and intra- rater reliability can be difficult to obtain
B. Telephone Interviews	Permits indepth probing Sensitive issues can be discussed Less costly than face-to-face interviews	Costly Some people may not have telephones More difficult to probe or discuss sensitive issues
Performance Tests	Close to real world situations	Costly Generally must be administered individually Can require special equipment or apparatus
Record Review	Unobtrusive Can be inexpensive No new data collection required	Documents may be disorganized or unavailable

Step 5: Establish an Evaluation Timeline

An important feature of any evaluation is organization. Organization is critical both in the sense of conducting specified evaluation activities when necessary as well as assigning responsibility for each of the evaluation activities. Figure 4, the Evaluation Monitoring Checklist, provides a tool for both specifying timelines for the evaluation as well as identifying individuals responsible for the implementation or coordination of evaluation activities. The use of Figure 4 will develop an evaluation timeline/checklist on a by-activity basis. This will enable project staff to identify when specified evaluation activities are to occur and who is responsible for the activities. The date started and date completed columns, having both anticipated and actual dates, provide a method for both planning the time of evaluation activities as well as documenting when evaluation activities occur.

Figure 4 should be completed immediately after the evaluation design is finished. The monitoring checklist should then be reviewed at least monthly to identify evaluation activities which are necessary to complete at various points in the project cycle.

Figure 4

Evaluation Monitoring Checklist

Evaluation Activity	Date Started		Date Completed		Responsibility/ Coordination
	Anticipated	Actual	Anticipated	Actual	

Steps 6 & 7: Construct/Identify all Necessary Instrumentation and Recordkeeping Devices and Implement Evaluation

As indicated previously, the proper design of instrumentation to be used in the evaluation is essential to the credibility of the evaluation results. Therefore, if possible, a measurement expert should be consulted in the design of instruments. The specific design of the evaluation instruments depends upon the type of data to be collected by that measurement device. Appendix A contains several examples of potential measurement instruments which might be useful to HERO Programs. Since each program is different, however, all instrumentation should be specficially tailored to the program for which it is being used. The key point which should be made in this section is to review the evaluation design matrix to identify all necessary measurement instruments. If this activity occurs, data will not be lost due to the non-development of the necessary measurement devices.

Once all assessment devices have been developed, the evaluation implementation may begin. Implementation should follow the monitoring checklist. It will be useful to review the evaluation process at various points in the implementation of the evaluation for several reasons. The first is to insure that all scheduled evaluation activities have taken place. Secondly, the possibility always exists that due to circumstances which did not exist at the beginning of the project, the evaluation design may need to be altered to meet new situations. If this occurs, a review of the evaluation design at several points in the program cycle will allow for modification of the evaluation design. Such a review

will guard against the loss of important evaluation information concerning program activities which may not have existed at the time when the evaluation design was first developed.

Step 8: Analyze Data and Develop Draft Report/Recommendations

This activity may occur at several times throughout the project year. Most often data analysis and the development of the evaluation report occurs at the conclusion of a program cycle. An equally important analysis of data, however, might occur at several points throughout the program cycle. Information resulting from evaluation activities occuring prior to the end of the cycle often provide valuable 'process' data which may be used by program staff to identify necessary modifications in program processes which have been developed. This is especially true in situations where a new curriculum or a new training process is being used with students. Data analysis of evaluation activities prior to the end of the program year will provide program staff with such information. Data analysis conducted at the end of the program cycle may include the results of such mid-stream data analysis and evaluation activities.

The type of analysis conducted is dependent upon the data analysis need of an evaluation concern. Figure 5 presents some of the more commonly used analytical procedures. Figure 5 is presented to assist you in thinking about potential analysis procedures for your data. It is not an exhaustive guide to all potential analytical procedures. It is highly recommended tnat for this portion of your evaluation effort technical assistance be sought from individuals with expertise in data analysis.

After the data analysis is complete, the results should be reviewed and recommendations developed for the program based upon the results of the data analysis. The recommendations developed should be linked directly to the data analysis results. If the

recommendation cannot be supported by evaluation data than it should not be made.

Figure 5

Potential Data Analysis Procedures

Procedure	Description/Examples of Use
Proportions	Calculation of proportion of students achieving certain objectives or receiving certain test scores.
Frequency Counts	Number of students falling into various categories. Example: Number of students selecting various lab projects available.
Narrative Summary	Description of an activity. A narrative summary of different student projects may be developed as part of a project description.
Means	Provides the 'average' score of a scaled item. Used commonly to summarize answers obtained to reaction type items on a survey.
Statistical Tests	Tests used to determine the statistical significance of observed differences or relationships among data. Example: Use of the t-test to determine if the difference between students scores on a pre and post test are statistically significant.

Step 9: Present Draft Report to Program Staff for Reaction and to Identify any Necessary Modifications

There are many times when there is more than one interpretation for the results of evaluation activities. An effective method to guard against the wrong interpretation of data is to review the results of the evaluation with program staff. This review will identify any possible alternative explanations for the results of the evaluation. If differences between the program recommendations made and reactions of program staff exist, these differences should be resolved and recommendations revised.

Figure 6, the data analysis review chart, is provided to assist in the development of recommendations based upon the data analysis as well as to insure all recommendations are linked directly to data analysis results.

Figure 6

Data Analysis Review Chart

Data Analysis Results	Recommendations Based Upon Results

Step 10: Develop an Action Plan Based on Recommendations

The next step in the evaluation process is to develop an action plan for the implementation of recommendations made and assistance for monitoring the implementation of these recommendations. Figure 7 provides an outline for the action plan. As this figure indicates, four general pieces of information are necessary to complete this form. The first is a restatement of the recommendation made. The second is a brief description of the plan for implementing the recommendation. Third, criteria for success of the recommendation implementation should be established. This will provide a measure by which implementation may be judged. The fourth and final piece of information concerns how the implementation of the recommendation will be monitored.

The action plan may be used as a record of the recommendations made and resulting actions based upon the recommendations. It may also be used as a checklist for future monitoring of the implementation of recommendations and may serve as a starting point for future evaluation efforts.

Figure 7

Action Plan

Recommendation	How to Implement	Criteria for Success	Follow-Up Monitoring

APPENDIX

Task Completion Checklist

Curriculum Unit: _____

Task	Number of Students Attempting	Number of Students Completing	Percent of Students Completing

Employer Survey

Directions: The purpose of this survey is to obtain your reaction to _____ who graduated from our vocational program.
(name of student)
Please circle the response which best represents your reaction to each of the statements. Your responses will help us to improve our program. Thank you for your time!

Part I: Student Characteristics

	Excellent	Good	Fair	Poor
A. Following established rules and policies	1	2	3	4
B. General work attitude	1	2	3	4
C. Grooming	1	2	3	4
D. Interaction with other employees	1	2	3	4
E. Promptness	1	2	3	4
F. Skill level	1	2	3	4
G. Willingness to take direction	1	2	3	4

Part II: Additional Information

A. What do you see as the strengths of this student?

B. How could this student have been better prepared for employment?

C. Would you hire another one of our vocational graduates (Yes or No)? If no, why?

D. Do you have any other comments?

Student Performance Ratings

Student Name: _____

Skill Name	Performance (circle one)		Comments if Not Mastered
1.	Mastered	Not Mastered	
2.	Mastered	Not Mastered	
3.	Mastered	Not Mastered	
4.	Mastered	Not Mastered	
5.	Mastered	Not Mastered	
6.	Mastered	Not Mastered	
7.	Mastered	Not Mastered	
8.	Mastered	Not Mastered	
9.	Mastered	Not Mastered	
10.	Mastered	Not Mastered	
11.	Mastered	Not Mastered	

APPENDIX G

Design of a Study to Determine Significant Factors Affecting the Placement Rates of Students Graduating from Vocational Education Programs

A Process Guide

Design of A Study to Determine Significant Factors Affecting The Placement Rates of Students Graduating From Vocational Education Programs

A Process Guide

September, 1983

Submitted by:

Instructional Development and Evaluation Associates, Inc.
3811 West Twelve Mile Road
Berkley, Michigan 48072

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A. Instrument Examples
B. Variable/Question Correspondence Chart
C. Case Study Example
D. Example of a Follow-Up Letter

Section I: Introduction

This document is the result of a three year effort to determine the significant factors affecting the placement rates of students graduating from a HERO Program. The research effort was conducted by Instructional Development and Evaluation Associates, Inc. and was funded by the Michigan Department of Education, Vocational Technical Education Service.

The study had two major goals. The first was to identify those factors which had impact on the placement rates of students from the five types of HERO Programs: Child Care Services, Clothing Management/Production Services, Food Management Production and Services, Home Furnishings Equipment and Services, and Institutional Home Management and Supporting Services. The second goal was to develop a "model" for this process. The establishment of a model is important from three aspects. First, it provides historical documentation of the process which was followed during the three year HERO study. Secondly, it provides a process by which other vocational education programs are able to conduct the same research for their own programs. Thirdly, after implementation of this process by several vocational programs, results may be compared to identify generic factors which seem to affect the placement rates of students graduating from any vocational education program. Information such as this would be immensely important to consider in the development of new vocational education curriculum or in the modification of existing vocational education curriculum.

The remainder of this process guide is divided into seven sections. The first section outlines the general research process used.

The second section concerns the identification of variables to be studied. The third discusses instrument development and use. The fourth provides an overview of case study development. The fifth section outlines a procedure which could be followed during the on-site data collection interviews. The sixth section traces a method by which the data may be analyzed. The seventh and final section discusses the potential use of the research results.

Section II: Outline of the General Process

The methodology necessary to conduct this research may be divided into six steps. Each step is completely described in the following sections of this process guide. The process consists of:

1. Identification of variables to be studied
2. Instrument development
3. Case study development
4. Data collection
5. Data analysis
6. Use of research findings

Section III: Identification of Variables to be Studied

The identification of variables to be studied is a critical process. The reason for this statement is that without identification of the most appropriate variables, the results of any research may provide misleading results. There are four groups or individuals which may be useful in the identification of important variables: instructional staff, advisory committee members, representatives of business/industry related to the vocational program, and individuals with a background in educational research methodology. The use of these individuals in the process of selecting pertinent variables will provide for well balanced and informed decision-making concerning the selection of variables.

There are several major areas for which variables may be identified. These areas are most certainly not the only possible areas of investigation. The identification of these areas is more to provide a place to begin as opposed to providing a comprehensive list. Potential areas for which variables may be identified include: curriculum used, instructional process, materials/equipment used, student composition, use of non-instructional staff such as guest speakers or classroom aides, program promotion (public relations), program evaluation, student follow-up, placement programs/services, use of an advisory committee, attitudes of various groups to the program, student screening prior to program enrollment, and work study/co-op programs.

Variables within each of the areas listed may be identified by asking several questions:

1. What are the major components in the area?
   e.g. lecture, "hands-on" experience, writing a resume, etc.

2. What steps are followed in the process?
   e.g. Steps involved in the placement program.

3. What are the target groups of a component or activity?
   e.g. To whom is a public relations campaign directed?

The key to the questions asked is that the answers to the questions should identify functional parts of the program which could possibly have some effect on the program placement rates.

There are two additional concerns which should be addressed in the final selection of variables to be studied. The first is the cost of collecting information for a variable. Information about one variable which is expensive to collect may be eliminated in favor of collecting information about several variables which are less expensive to collect. Secondly, if limited funds are available for the research, it may be more advantageous to develop a multi-year plan for the study with each year focusing on a different component of the program. If this cyclical approach is used, the determination of significant factors affecting placement rates would be made in segments, with the final determination made at the end of the research cycle.

The variables studied during the three year HERO study may provide a basis for the identification of variables appropriate to other vocational programs. These variables are evidenced through the instruments contained in Appendix A.

Section IV: Instrument Development

The instrument development process followed during the HERO research study occured over a two year time period. During this time period a number of major modifications were made to the instruments. The modifications were a reflection of both an improved interview process as well as content related improvements. The result of this modification process is a set of instruments useful as a general instrument framework for other research studies of this nature.

There were two major instrument types which resulted from the three year HERO endeavor. The first type of instrument obtained information from individuals involved with a HERO Program, specifically: instructors, vocational directors, and placement directors. One instrument was developed for each of the three groups of individuals identified. Each instrument obtained information about those areas for which the respondent would be able to provide valid responses. For example, instructors were asked indepth information relating to the curriculum presented in the classroom; placement directors questions concerning various aspects of the placement program; and vocational directors questions concerning various aspects of student follow-up. There were many instances in which the same questions were asked of more than one respondent group. The purpose of this was to obtain the different views on the same topic area.

The second major type of instrument was a program focus instrument. One program focus instrument was developed for each vocational program under study. These instruments asked specific

questions concerning the number of hours spent learning various tasks; the type and quantity of equipment available; whether various curriculum components were a major or minor focus of the program; and the extent to which students were prepared for various entry level positions. This instrument was completed by the program instructor.

The purpose of providing the description of these instruments is to provide a framework from which the necessary instrumentation may be developed for similar research endeavors. The framework provided by the instrument examples in Appendix A should be used as a guide for instrument development once all variables to be studied have been identified and the most appropriate respondent group(s) for each variable determined.

Once the instrument draft(s) has been developed, they should be pilot tested to assure three important aspects of instrument construction. The first aspect is clarity. All questions should be worded so that they are easily understood by the respondents as well as have the same meaning to different respondents. The second aspect concerns the fact that each question on the survey must correspond with one of the identified variables (discussed in Section III). Appendix B contains a chart which may be used to summarize this information. The third and final aspect of the pilot test is the amount of time necessary to administer the interview. Instruments which are too long are often responded to in a less than comprehensive manner. The amount of time allocated for a survey must consider the target group, number of respondents to be contacted, and the available time for conducting an interview.

Section V: Case Study Development

There are two reasons why information contained in a case study will be a useful addition to the overall research endeavor. The first is that case studies provide readers of the final report with a general description of the program under study. Secondly, once the factors affecting the placement rates of students in the program have been identified, the case study descriptions may be used to determine the most effective method of incorporating these factors into future program modifications. There are five areas of information which should be contained in the case study. the general focus of the program, program components, student description, description of the facility, and comments made by respondents.

Information concerning the general focus of the program should provide an overview of the program's intended outcome. Information which would be contained in this section of the case study would be areas in which the program intended to prepare students for jobs, major areas of emphasis in the program, as well as other general descriptive information necessary for a reader to understand the way in which the program functions.

Information presented within the program component portion of the case study should identify not only the instructional components of the program but also the amount of time allocated to each of the components. If programs are multi-year programs, this section of the case study should also identify the differences between the first and remaining years of the program under study. In addition to this information, any specific information concerning equipment which is critical to the successful operation of the program should also be identified.

The student description section of the case study should identify the major demographic characteristics of students enrolled in the program. For example, the number of students, sex, age range, and any special needs or handicap status of students should be identified. This information is pertinent to the types of educational experiences provided within the program.

The description of the facility should provide the reader with a narrative description of the environment which the program is occuring. This includes the amount of space available for lab activities, any unique arrangements in the facility especially designed for the program, as well as any limitations in the program activities caused by inadequacies in the facilities.

The fifth and final section of the case study should include any comments made by the individual interviewed which are important to the understanding of the program offered. This may include geographic specific concerns, student characteristic specific concerns, or other considerations which the individual interviewed identified as important to the current operation of the program.

In addition to a case study for each of the sites visited, a summary case study for a specific program type should also be developed. If more than one type of program is under study in the research endeavor, this provides a summary description of each program type. A summary description would be useful for providing a general description of the programs offered statewide, their similiarities as well as differences, and the constraint's under which these programs operate. An example of an individual site case study is included in Appendix C.

Section VI: Data Collection Procedures

An essential element to successful data collection is the assignment of an individual to coordinate the process. This individual will be responsible for coordinating a number of tasks. These tasks include:

1. Identify and train interviewers.
2. Contact sites to be visited.
3. Send follow-up letters to confirm visitation plans.
4. Monitor the return of data by interviewers.

The interviews should be conducted by individuals having experience in the program area under study. This will facilitate the interview process in that the interviewer will be able to relate to the respondents interviewed in an intelligent manner concerning any program related issues. All interviewers should be given a one-half day training session to familiarize them with the overall goal of the research endeavor as well as the instrumentation to be used. Mock interviews should be conducted to provide the opportunity for interviewers to "run through" the interview process in order to determine any potential problems or questions they might encounter.

Concurrent with the identification and training of interviewers the individual assigned the task of coordinating the interview process should begin to contact the sites to be visited. An issue to be concerned with in the identification of sites to be visited is whether to visit all the sites or a sample of sites. Two major factors will help in making this determination. The first is the funds available for the research process. Obviously,

well funded research projects will be able to visit a much larger number of sites than would projects with smaller budgets. Secondly, is the number of program sites currently existing. If the number of program sites is extremely larger than a sampling plan would most certainly be in order. If, however, there are only ten sites to be visited, than an attempt should be made to visit all sites so that the entire range of programs is included in the analysis.

During the initial contact, the individual in charge of making the contacts should provide the vocational director, or other individual most appropriate to contact with a comprehensive description of the research endeavor as well as the reasons for conducting the research. The coordinator should then outline the steps to be involved in the data collection and interview process. Finally, the coordinator should obtain an indication from the individual contacted as to their willingness to participate in the study. If a site indicates they are willing to participate in the study, a follow-up letter should be sent reiterating the information discussed during the telephone call and identifying a specific date and time during which interviews would be on-site gathering data. An example of such a letter is included in Appendix D.

The final function of the individual coordinating this process would be to monitor the data returned by interviewers. This involves two steps. The first step is simply to make sure all data which are inspected are indeed returned. The second is to clarify any responses on the survey about which there are questions. This would also include identification and resolution of problems

encountered during the interview process caused by site specific idiosyncracies.

An extremely effective tool which may assist in the coordination process is a development of a comprehensive timeline indicating all activities which need to occur during the data collection process. This will provide a checklist which would be used by the coordinator as well as historical documentation of the data collection efforts.

Section VI: Data Analysis Techniques

Two data analysis techniques will provide information concerning factors affecting the placement rates of students graduating from vocational programs. The first data analysis technique requires the availability of an individual with statistical analysis expertise. The second technique is not dependent on such an individual. Each technique will be discussed separately. An issue which is important no matter which technique is selected is the selection of the placement rate(s) to be used for comparing vocational programs.

The placement rate selected is important in that it serves as the guide to distinguish between programs having high placement rates and those having lower placement rates. There are two criteria for selecting the placement rate or rates which you wish to use. The first is the type of placement which you wish to improve. The second is whether there are any state guidelines concerning acceptable placement rates. For example, if the state emphasizes related placement as a measure of program success, full or part-time related placements may be selected as the placement rate of interest. It is perfectly acceptable to repeat the analysis process for more than one placement rate. Once the placement rate is selected, the analysis process may be continued.

The first type of analysis which may be conducted requires the use of both correlation coefficients and multiple regression techniques. The analysis technique in this instance is outlined briefly below:

1. Calculate a Pearson Product Moment Correlation for each of the variables contained in the instruments (correlate variable with placement rate).

2. Identify all variables correlating at a significance level of .1 or below.

3. Include variables from Step 2 in a multiple regression procedure. The results of the multiple regression will identify those variables which have the greatest effect on placement rate.

The second type of analysis is designed for those individuals not having the capability to conduct the first analysis type indicated. This analysis consists of three steps:

1. Determine what is to be considered high placement and what will be considered low placement. Identify the sites falling into each category.

2. Identify the variables of interest to you. Identify whether each site has or does not have the variable or does or does not engage in an activity represented by the variable.

3. Complete Figure 1 by placing the number of sites visited falling into each of the four categories.

The interpretation of the resulting data is graphically explained in Figures 2 and 3. Figure 2 presents two situations, both of which show that the variable under study may have an influence on placement rates. In the first situation, those program sites in which the variable under study was present had higher rates of placement whereas those which did not have lower rates of placement.

The second situation presented is an example of where the absence of a variable is associated with higher placement. This may be an equally important finding in that this may represent program components which need to be re-evaluated. One point about Figure 2 is that it isn't necessary to have 0 programs in the remaining two boxes of the figure. The key is that the pattern of the chart developed through data analysis should indicate a

Figure 1

Data Analysis Chart

VARIABLE	Placement Rate: HIGH	Placement Rate: LOW
PRESENT	Number of sites with high placement where the variable is present.	Number of sites with low placement where the variable is present.
ABSENT	Number of sites with high placement where the variable is absent.	Number of sites with low placement where the variable is absent.

Figure 2

Examples of Data Analysis Where Variables Affect the Placement Rates of Students

Placement Rate

VARIABLE	HIGH	LOW
PRESENT	10	0
ABSENT	0	10

Placement Rate

VARIABLE	HIGH	LOW
PRESENT	0	10
ABSENT	10	0

pattern similar to one of the two in Figure 2. Figure 3 provides an example of a data analysis pattern showing no relationship between a variable and placement rate.

Figure 3

Example of Data Analysis Where Variables Do Not Affect Placement Rates of Students

VARIABLE	Placement Rate: HIGH	Placement Rate: LOW
PRESENT	5	5
ABSENT	5	5

Section VII: Use of the Research Results

The data analysis resulting from the research should be presented to a committee of individuals who will be responsible for any program review. This group may be the advisory committee. Each finding should be reviewed with this committee and a decision made concerning how the finding might relate to potential program modification. Any modifications deemed both practical and worthwhile by this committee should then be incorporated into the program design.

The final phase of the entire process would be to follow-up the implementation of any program modifications to determine if the placement rate has increased. This information may then be used to determine long-range program changes.

APPENDICES

APPENDIX A

Instruments

Home Economics Related Occupations
Program Survey: 1981-82

Instructor Survey

n your program, about how many hours per week are devoted to each of the llowing delivery strategies?

Component	Hours Per Week											
Audio-visual	0	1	2	3	4	5	6	7	8	9	10	11+
Lab	0	1	2	3	4	5	6	7	8	9	10	11+
Lecture	0	1	2	3	4	5	6	7	8	9	10	11+

bout how many hours per year are devoted to each of the following program mponents?

	10	20	30	40	50	60+
Co-op	—	—	—	—	—	—
Guest lectures	—	—	—	—	—	—
Job shadowing/observation	—	—	—	—	—	—
On-the-job training	—	—	—	—	—	—
Paid work experience	—	—	—	—	—	—
Unpaid work experience	—	—	—	—	—	—
Other (please specify)						
_____	—	—	—	—	—	—

hat proportion of the students in the _____ Program were nvolved in the following:

-op _____%

ork study _____%

ther (please specify)

_____ _____%

hat proportion of these students received employment at the location of the -op or similar work experience?

_____%

hat role do you play in the placement of students in jobs after graduation?

Major Role				No Role
1	2	3	4	5

Explain _____

_____

Groups	Active Promotion				No Promotion
d. Employers	1	2	3	4	5
e. Guidance staff	1	2	3	4	5
f. Parents	1	2	3	4	5
g. Placement staff	1	2	3	4	5
h. School administration	1	2	3	4	5
i. Students	1	2	3	4	5
j. Teachers	1	2	3	4	5
k. Others (who?)					
1. _____ _____	1	2	3	4	5
2. _____	1	2	3	4	5

What types of promotional activities do you engage in?

12. Is your program a one year or two year program? (i.e., when is a student considered a completer?)

_____ 1 year

_____ 2 years

13. How important are each of the following in certifying that a student has completed the program?

	Very Important				Not At All Important
a. Academic year end	1	2	3	4	5
b. Amount of time in program	1	2	3	4	5
c. Competencies gained	1	2	3	4	5
d. Grade point average	1	2	3	4	5
e. Other (what?) _____	1	2	3	4	5

14. Are students able to begin or end the program at any time during the semester or only at the beginning or end of an academic year?

a. _____ Any-time

b. _____ Beginning or end of academic year

c. _____ First or second semester

15. Listed below are several resources which could be used in curriculum development. Please indicate how important each was in the development of your curriculum.

	Very Important				Not At All Important
a. Michigan Minimum Performance Objectives	1	2	3	4	5
b. Minimum Performance Objectives other than Michigan	1	2	3	4	5
c. An existing curriculum	1	2	3	4	5

16. To what extent have you modified your curriculum to meet the requirements of special needs students?

	Totally Modified				Not At All Modified
a. Disadvantaged (GPA less than 1.5)	1	2	3	4	5
b. Handicapped	1	2	3	4	5
c. Limited English proficiency	1	2	3	4	5
d. Economically disadvantaged	1	2	3	4	5

Please describe the modifications.

17. Please indicate the extent to which your advisory committee is involved in the following roles.

	Major Role				Not A Role
a. Advise program in developing its plans for vocational education.	1	2	3	4	5
b. Advise program on current job needs.	1	2	3	4	5
c. Advise program on the relevance of program curriculum to current job needs.	1	2	3	4	5
d. Review ongoing program.	1	2	3	4	5
e. Review new programs.	1	2	3	4	5
f. Promote/assist contact with business/ industrial community.	1	2	3	4	5

_____ We do not have an advisory committee.

18. What percent of the program graduates are hired by individuals on your advisory committee?

_____%

19. Could you please supply us with the names and telephone numbers of six 1980 graduates from your program?

	Name	Telephone
a.		_____
b.		_____
c.		_____
d.		_____
e.		_____
f.		_____

20. Could you please supply us with the names and telephone numbers of three employers who have hired graduates from your program?

	Employer	Telephone
a.		_____
b.		_____
c.		_____

21. Are there any additional comments you need to make?

Home Economics Related Occupations
Program Survey: 1981-82

Graduate Survey

Hello, I'm _____ from Instructional Development and Evaluation Associates, Inc. We have been contracted by the Michigan Department of Education to conduct a study of the _____ Program. One objective of this study is to find out what graduates from the program are currently doing and what they think about the program. This survey will take only a few minutes to complete.

1. What are you currently doing?

   a. _____ working _____ (give job title)

   b. _____ attending an apprenticeship program

   c. _____ attending a business or trade school _____
      (name course of study)

   d. _____ attending a 1-2 year college vocational-technical program
      _____ full-time _____ part-time

   e. _____ attending a 2 year college liberal arts program
      _____ full-time _____ part-time

   f. _____ attending a 4 year college or university
      _____ full-time _____ part-time

   g. _____ homemaker

   h. _____ military service

   i. _____ other (what?) _____

2. How related is what you are currently doing to what you learned in the _____ Program?

   _____ Very Related

   _____ Related

   _____ Somewhat related

   _____ Not at all related

3. How much help did each of the following individuals give you in deciding how and when to find a job or pursue more education after graduation?

	A lot of Help				No Help
a. Co-op coordinator (work study)	1	2	3	4	5
b. Family member	1	2	3	4	5
c. Friend	1	2	3	4	5
d. Guidance counselor	1	2	3	4	5

	A lot of Help				No Help
e. Placement specialist	1	2	3	4	5
f. _____ instructor (name of instructor)	1	2	3	4	5
g. Other teacher	1	2	3	4	5
h. Other (who?) _____	1	2	3	4	5

4. How well did your program prepare you to:

	Very Well				Not At All
a. Operate the equipment used where I work.	1	2	3	4	5
b. Understand the different activities required by your job.	1	2	3	4	5
c. Get along with your employer.	1	2	3	4	5
d. Get along with your fellow employees.	1	2	3	4	5

5. If you are working, how much do you use the training you received in the _____ Program?

_____ A lot

_____ Some

_____ Very little

_____ None

6. If you are working, how similar were the equipment or materials used in your _____ Program to those you use on the job?

_____ Same

_____ Very similar

_____ Similar

_____ Not at all similar

7. Did you participate in a co-op or work experience program?

_____ Yes

_____ No

How related was the co-op program to the _____ Program?

_____ A lot

_____ Somewhat

_____ Very little

_____ Not at all

8. Were you in another vocational program other than the _____ Program?

_____ Yes

_____ No

If yes, what was it? _____

Is this the program you received placement in?

_____ Yes

_____ No

9. Why did you select the _____ Program?

10. Do you have any other comments?

That completes the survey. Thank you for your time!

Home Economics Related Occupations
HERO Program Survey: 1981-82

Placement Staff Survey

1. About what percent of your students receive the following services?

Service	Percent	Who Provided Service
a. Information on where to look for a job.	_____	_____
b. Information on what to say in a job seeking phone call.	_____	_____
c. Information on what to put in a resume and cover letter.	_____	_____
d. Information on proper job interview skills.	_____	_____
e. Information on how to follow-up an interview.	_____	_____
f. Information on what factors to consider in deciding whether to accept a job offer (e.g., salary, fringe benefits, accessibility, opportunities for advancement, etc.)	_____	_____
g. Information on employers in the area.	_____	_____
h. Job bank	_____	_____
i. Vocational interest screening	_____	_____
j. Vocational skills testing	_____	_____
k. Other (please specify)		
1. _____	_____	_____
2. _____	_____	_____

2. About how much time do you spend yearly interacting with special needs staff in the placement of special needs students?

_____ days

3. How important are each of these follow-up procedures in collecting student follow-up data?

	Very Important				Not At All Important
a. State follow-up	1	2	3	4	5
b. Local follow-up	1	2	3	4	5
c. Other	1	2	3	4	5

4. How familiar are each of the following with your job placement services and processes?

Group	Very Familiar				Not At All Familiar
a. Administration	1	2	3	4	5
b. Community	1	2	3	4	5
c. Employers	1	2	3	4	5
d. Guidance counselors	1	2	3	4	5
e. Non-program teaching staff	1	2	3	4	5
f. Parents	1	2	3	4	5
g. Program teaching staff	1	2	3	4	5
h. Students	1	2	3	4	5
i. Student's families	1	2	3	4	5
j. Others (who?)					
1. _____	1	2	3	4	5
2. _____	1	2	3	4	5

5. About how many days per year do you spend with employers and potential employers of HERO graduates?

_____ days

6. What percent of HERO Program graduates and leavers make use of your placement services?

a. Graduates _____ Percent

b. Leavers _____ Percent

7. How important is student program completion certificates to employers in your area looking for new employees? (i.e., do they ask to see a certificate?)

Very Important 1 2 3 4 Not Important At All 5 ___ Do Not Give Certificates

8. What role do each of the following play in finding placement for your graduates?

	Major Role				No Role
a. Friends	1	2	3	4	5
b. Guidance staff	1	2	3	4	5
c. Placement staff	1	2	3	4	5
d. Relatives	1	2	3	4	5
e. Student	1	2	3	4	5

	Major Role				No Role
f. Teaching staff	1	2	3	4	5
g. Other (who?) _____	1	2	3	4	5

9. Please indicate how important student follow-up information is for each of the following:

Use	Very Important				Not At All Important
a. Build a graduate data base.	1	2	3	4	5
b. Comply with reporting requirements.	1	2	3	4	5
c. Job development	1	2	3	4	5
d. Program modification	1	2	3	4	5
e. Program planning	1	2	3	4	5
f. Recruitment	1	2	3	4	5
g. Staffing	1	2	3	4	5
h. Other (what?)					
1. _____	1	2	3	4	5
2. _____	1	2	3	4	5

10. What percent of your graduates in the program will have related jobs available to them in your service area?

a. _____ 0%

b. _____ 1 - 25%

c. _____ 26 - 50%

d. _____ 51 - 75%

e. _____ 76 - 100%

11. Are there any other comments you would like to make?

12. Could you please supply us with the names and telephone numbers of three employers who have hired graduates from the _____ Program?

Employer	Telephone
a.	_____
b.	_____
c.	_____

Home Economics Related Occupations
Program Focus Questions

Clothing Management

1. Please indicate the extent to which each of the following is a focus of your curriculum.

Area	Major Focus				Not A Focus
a. Alterations	1	2	3	4	5
b. Clothing Repair	1	2	3	4	5
c. Drapery Techniques	1	2	3	4	5
d. Mass Production	1	2	3	4	5
e. Regular Sewing Techniques	1	2	3	4	5
f. Slipcovering Techniques	1	2	3	4	5
g. Upholstering Techniques	1	2	3	4	5
h. Other (specify) _____	1	2	3	4	5

2. If your program has a second year, how does it differ from the first?

3. How many hours per month do students spend in lab for each of the following areas?

Areas	Hours Per Month
a. Alterations	_____
b. Clothing Repair	_____
c. Draperies	_____
d. Personal Sewing (for student)	_____
e. Production Work	_____
f. Slipcovering	_____
g. Upholstery	_____

4. To what extent is your equipment adequate in terms of quantity, and current technology?

	Quantity					Technology				
	Adequate				Inadequate	Adequate				Inadequate
a. Commerical Type Sewing Machines	1	2	3	4	5	1	2	3	4	5
b. Commerical Type Pressing Equipment	1	2	3	4	5	1	2	3	4	5
c. Drapery Cutting Tables	1	2	3	4	5	1	2	3	4	5
d. Equipment for Doing Upholstery	1	2	3	4	5	1	2	3	4	5

Home Economic Related Occupations
Program Focus Questions

Food Management

1. To what extent are each of the following a focus of your curriculum? (First rate the major area and then sub-area.)

Area	Major Focus				Not A Focus
A. Sanitation & Safety					
1. Clean contact and non-contact areas	1	2	3	4	5
2. Fire prevention	1	2	3	4	5
3. Safe working methods	1	2	3	4	5
4. Personal hygiene	1	2	3	4	5
5. Stain removal	1	2	3	4	5
6. Food contamination	1	2	3	4	5
7. Storage and receiving	1	2	3	4	5
B. Sales & Service					
1. Waiter-waitress training	1	2	3	4	5
2. Setting up food	1	2	3	4	5
3. Alcoholic beverages	1	2	3	4	5
4. Fast food counter	1	2	3	4	5
5. Operation of cash register	1	2	3	4	5
6. Hostess and bussing	1	2	3	4	5
C. Food Production					
1. Food terms	1	2	3	4	5
2. Weight and measures	1	2	3	4	5
3. Following standard recipes	1	2	3	4	5
4. Portion control and cost	1	2	3	4	5
5. Operation of equipment	1	2	3	4	5
6. Preparation of food items	1	2	3	4	5
D. Management					
1. Planning menus	1	2	3	4	5
2. Planning budgets	1	2	3	4	5
3. Schedules	1	2	3	4	5
4. Food service records	1	2	3	4	5
5. Atmosphere and appearance of operation	1	2	3	4	5

2. If you have a second year, how does it differ from the first?

3. To what extent do students have the skills and competencies necessary for the following jobs after completion of the program?

	1 Year Program					2 Year Program				
a. Assistant butcher	1	2	3	4	5	1	2	3	4	5
b. Assistant caterer	1	2	3	4	5	1	2	3	4	5
c. Assistant manager	1	2	3	4	5	1	2	3	4	5
d. Baker Helper	1	2	3	4	5	1	2	3	4	5
e. Bus Person	1	2	3	4	5	1	2	3	4	5
f. Cashier	1	2	3	4	5	1	2	3	4	5
g. Cook's helper	1	2	3	4	5	1	2	3	4	5
h. Dish machine operator	1	2	3	4	5	1	2	3	4	5
i. Head cook	1	2	3	4	5	1	2	3	4	5
j. Host/hostess	1	2	3	4	5	1	2	3	4	5
k. Pantry food maker	1	2	3	4	5	1	2	3	4	5
l. Pastry helper	1	2	3	4	5	1	2	3	4	5
m. Short order cook	1	2	3	4	5	1	2	3	4	5
n. Stock clerk	1	2	3	4	5	1	2	3	4	5
o. Waiter/waitress	1	2	3	4	5	1	2	3	4	5

4. About what percent of the curriculum is devoted to "hands-on" lab experiences?

_____% of time

5. Is there any aspect of your program which you feel other Food Management Programs could benefit from?

6. How many days per year are students involved in the following types of work experience? Please answer separately for each type of work experience listed.

Type	%	Days per Year: Co-op	Paid Work	Unpaid Work	Other	Where Provided: Inhouse	Outside
a. Catering	____	____	____	____	____	____	____
b. Family-type restaurants	____	____	____	____	____	____	____
c. Fast food	____	____	____	____	____	____	____
d. Exclusive dining	____	____	____	____	____	____	____
e. Institutional food	____	____	____	____	____	____	____
f. Other (please specify)							
_____	____	____	____	____	____	____	____

Home Economics Related Occupations
Program Focus Questions

Child Care

1. How important are each of the following in the training of students in your program?

Area	Very Important				Not At All Important
a. Child Growth and Development	1	2	3	4	5
b. Child caregiver skills	1	2	3	4	5
c. Child guidance and discipline	1	2	3	4	5
d. Organizing and planning early childhood activities	1	2	3	4	5
e. Training for Child Development Association Certification (CDA)	1	2	3	4	5
f. Employability skills	1	2	3	4	5
g. Instructional Techniques	1	2	3	4	5
h. Other (specify) _____	1	2	3	4	5

2. When students graduate from the program, what is the skill level they have obtained?

Advanced Level				Entry Level
1	2	3	4	5

3. If your program has a second year, how does it differ from the first year?

4. To what extent does you program emphasize entry level knowledge and skills for each of the following?

Setting/Situation	Major Emphasis				Not an Emphasis
a. Day care centers in homes	1	2	3	4	5
b. Drop-in centers	1	2	3	4	5
c. Head start programs	1	2	3	4	5
d. Nursery schools (private)	1	2	3	4	5
e. Nursery schools (co-op + public)	1	2	3	4	5
f. Primary grades (k-3)	1	2	3	4	5
g. Private preschools	1	2	3	4	5
h. Public preschools	1	2	3	4	5
i. Special education students	1	2	3	4	5

j. Other (please specify)

1. _____ 1 2 3 4 5

2. _____ 1 2 3 4 5

5. How many hours per week do students spend in a lab setting? (hands-on experience)

_____ Hours Per Week

6. For each of the following types of lab areas, please indicate about how much experience a student gets in each area?

Area	Hours	Where Provided Inhouse	Outside
a. Working with infants	_____	_____	_____
b. Working with preschoolers	_____	_____	_____
c. Working with school-age children	_____	_____	_____
d. Working with special education children	_____	_____	_____
e. Working with several needs children (LEP, disadvantaged, handicapped, minority)	_____	_____	_____

7. Is there any aspect of your program which you feel other Child Care Programs could benefit from?

Home Economics Related Occupation
Program Survey: 1981-82

Vocational Director Survey

1. How would you rate the attitude of each of the following groups toward the program?

Activity	Very Positive				Very Negative
a. Administrators other than yourself	1	2	3	4	5
b. Community	1	2	3	4	5
c. Employers	1	2	3	4	5
d. Guidance staff	1	2	3	4	5
e. Non-program teaching staff	1	2	3	4	5
f. Parents	1	2	3	4	5
g. Placement personnel	1	2	3	4	5
h. Students not in the program	1	2	3	4	5

2. How would you rate the employment opportunities for _____ related jobs in your area for graduates from the _____ Program?

_____ Very Good

_____ Good

_____ Limited

_____ None

3. How important are program assessment procedures for the following:

Use	Very Important				Not Important
a. Program evaluation	1	2	3	4	5
b. Meet reporting requirements	1	2	3	4	5
c. Reassess applicability of the program	1	2	3	4	5
d. Program modification	1	2	3	4	5
e. Assessment of job skills in need locally	1	2	3	4	5
f. Other (please specify)					
1. _____	1	2	3	4	5
2. _____	1	2	3	4	5

4. How often do you use program assessment procedures for each of the following:

	Yearly	Bi-Yearly	Every 3 Years	Every 4 Years	Every 5 Years	Never
a. Program evaluation	1	2	3	4	5	X
b. Meet reporting requirements	1	2	3	4	5	X
c. Reassess applicability of the program	1	2	3	4	5	X
d. Program modification	1	2	3	4	5	X
e. Assessment of job skills in need locally	1	2	3	4	5	X
f. Other (please specify)						
1. _____	1	2	3	4	5	X
2. _____	1	2	3	4	5	X

5. Please indicate the role of each of the following individuals in conducting the Annual Follow-Up of Vocational Education Completers and Leavers.

	Major Role				No Role
a. Clerical	1	2	3	4	5
b. Guidance staff	1	2	3	4	5
c. Placement staff	1	2	3	4	5
d. Program staff	1	2	3	4	5
e. Other (who?) _____	1	2	3	4	5

6. How important are follow-up data for each of the following:

Use	Very Important				Not Important
a. Build a graduate data base	1	2	3	4	5
b. Comply with reporting requirements	1	2	3	4	5
c. Job development	1	2	3	4	5
d. Program modification	1	2	3	4	5
e. Program planning	1	2	3	4	5
f. Recruitment	1	2	3	4	5
g. Other (what?)					
1. _____	1	2	3	4	5
2. _____	1	2	3	4	5

7. How committed do you feel the business/industrial community is toward working with your program?

Totally Committed				Not At All Committed
1	2	3	4	5

8. How would you rate the influence of the following individuals or groups in your students' decisions as to post graduation education and/or job attainment activities?

Group	Major Influence				No Influence
a. Guidance counselor	1	2	3	4	5
b. Parents	1	2	3	4	5
c. Placement personnel	1	2	3	4	5
d. Peers	1	2	3	4	5
e. Teacher	1	2	3	4	5

9. How important is vocational skills and vocational interest screening prior to a student's enrollment in your program?

	Very Important				Not Important
a. Vocational skill testing	1	2	3	4	5
b. Vocational interest screening	1	2	3	4	5

10. How important are the following goals in your vocational education programs?

	Major Goal				Not A Goal
a. Placing students in jobs	1	2	3	4	5
b. Provide students with skills	1	2	3	4	5
c. Transmit appropriate work ethics and values	1	2	3	4	5
d. Transmit knowledge about world of work	1	2	3	4	5

11. Do you have any general comments about the program?

Home Economics Related Occupations
Program Survey 1981-82

Employers

Hello, I'm _____ from Instructional Development and Evaluation Associates, Inc. We have been contracted by the Michigan Department of Education to conduct a study of the _____ Program at the _____ School. One objective of this study is to obtain reactions from employers of graduates from this program concerning the quality of the training provided by this program. Students you have hired who have received this training are: _____ _____, _____, and _____. The survey will take only a few minutes to complete

1. Please rate the vocational training received by the individuals from the _____ Program in each of the three areas listed below.

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	1	2	3	4	5
b. Work attitude	1	2	3	4	5
c. Work quality	1	2	3	4	5

2. What is your overall rating of the vocational training received by the individual(s) as it relates to the requirements of the job? (Check only one response.)

   a. _____ Very Good
   b. _____ Good
   c. _____ Neutral
   d. _____ Poor
   e. _____ Very Poor
   f. _____ The job is not related to their training.
   g. _____ I don't know

3. As a result of the individuals vocational training, how would you rate the individuals compared to other individuals who have started in the same job or a similar job?

   a. _____ These individuals are better prepared.
   b. _____ Both are about the same.
   c. _____ The individuals are less prepared.
   d. _____ I have no basis for comparison.
   e. _____ I don't know

4. How many students have you hired from this program in the last five years?

_____ Number of Students

5. Do you have any other comments about the program?

That completes the survey. Thank you for your time!

Home Economics Related Occupations
Program Checklist

Interviewer: For each of the items listed indicate the degree to which the items reflects the characteristics of the site.

	Represents Site				Does Not Represent Site
1. Adequate space is available for large group instruction.	1	2	3	4	5
2. Adequate space is available for small group instruction.	1	2	3	4	5
3. Adequate space is available for individual student work.	1	2	3	4	5
4. Adequate storage is available.	1	2	3	4	5
5. The facility had adequate noise control.	1	2	3	4	5
6. The facility has adequate air circulation.	1	2	3	4	5
7. The facility has adequate lighting.	1	2	3	4	5
8. The facility is clean.	1	2	3	4	5
9. Adequate lab space is available.	1	2	3	4	5
10. The facility is barrier free.	1	2	3	4	5
11. Equipment and tools are in good working order.	1	2	3	4	5
12. There are a sufficient number of equipment and tools to meet enrollment.	1	2	3	4	5

13. Please write a 1-2 paragraph description of the facility. (See Guidelines)

APPENDIX B

Variable/Question Correspondence Chart

Variable/Question Correspondence Chart

Variable Under Study	Respondent Group to be Source of Information	Item(s) on Survey Relating to Variable

APPENDIX C

Case Study Example

Example Of A Case Study For A

Clothing Management, Production Services Program

I. General Focus of the Program

A. The general focus of the program was to provide students with skills in fashion and home furnishings so that they could become employable in these areas.

B. Specific program goals focused on preparing students for possible jobs in one or more of the following positions: sewing machine operator, dressmaker, seamstress (alterations), drapery operator, slipcover seamstress and upholstering sewer.

II. Program Components

A. The program components were audio-visual, lab, lecture, guest lectures, job shadowing/observation and unpaid work experiences.

B. The amount of time within the program given to each component was as follows: audio-visual 13%, lab 75%, lectures 6%, unpaid work experiences and job shadowing 6%.

C. The students lab experiences included the operation of sewing and pressing equipment, basic construction techniques, fitting and alteration techniques, use of patterns and fabrics, slipcover-upholstery construction and window treatments. Students were offered an optional one to four week unpaid work experience outside of the classroom.

D. The second year of the program emphasized the home furnishings part of the curriculum.

III. Student Description

A. There were 15 female students enrolled in the program.

B. The instructor stated that 33% of the students in the program were of special needs status.

IV. Description of the Facility

The facility and equipment were approximately four years old. The layout of the facility was such that large cutting tables were in the middle of the room with student tables along one side and sewing machines on the other side. Pressing and ironing equipment was located in the back of the room. The equipment appeared to be adequate with commercial types of sewing and pressing equipment present.

V. Comments Made by Individuals Interviewed

A. The vocational director felt that it was difficult to place a student from this program in a wage earning position.

B. No placement director comments.

C. The instructor felt that an important aspect of the program was the individual attention given to each student.

APPENDIX D

Example of a Follow-Up Letter

Instructional
Development
and
Evaluation
Associates Inc.

ERIC M. GORDON, Ph.D., Director
3811 W. Twelve Mile Road • Berkley, Michigan 48072 • (313) 541-1600

Dear

As per our telephone conversation, the purpose of this letter is to reiterate the information we discussed relative to the visitation of the Home Economics Related Occupations Program (HERO) located at your site. This study is being conducted under contract with the Michigan Department of Education, Vocational-Technical Education Service. The purpose of the study is to identify factors which affect the placement rates of students graduating from the Home Economics Related Occupations Programs and to identify different delivery systems used to deliver the program to students. It is important to emphasize that the purpose of this study is not to make a quality judgement about the programs at your site or the other 160 sites we are visiting.

We indicated during our phone conversation that the visit to your site is scheduled for _____. On this date, a staff member from Instructional Development and Evaluation Associates, Inc. will arrive at _____. The primary purpose of the visitation will be a series of interviews. We would greatly appreciate your scheduling the interviews for us. We need interviews scheduled with the following individuals: Vocational Director (yourself), Placement Director, and Program Instructor. The interview with yourself and the Placement Director should take approximately 20 minutes, while the interview with the Instructor will take approximately 45 minutes.

Let us take this opportunity to thank you for your cooperation. We realize that the on-site visitation will cause some inconvenience. However, we are certain that the information resulting from these site visitations will be beneficial not only to your program but to other HERO Programs around the state of Michigan as well. If you have any questions, please do not hesitate to contact us. If not, we will see you during the site visitation. Thank you again for your assistance.

Sincerely,

Field Coordinator